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ABSTRACT

This directory profiles 20 programs that promote post-school outcomes for students with disabilities through inclusive school-to-work systems. Three criteria were used to select the programs: (1) the nomination featured a program or practices that provide transition- or school-to-work-related services or instruction to students with disabilities, (2) the nomination provided sufficient information and evidence to understand the purpose, context, and activities of the program or practices; and (3) the nomination provided evaluation information to indicate the extent of implementation and the outputs and/or outcomes associated with that implementation. Following background information on the National Transition Alliance for Youth and Disabilities (NTA) Transition Practices Framework, the directory provides key information about the promising programs. The first items featured include the contact information, the program's mission, and organizational details. Information is then presented about the program's consumers, including the target populations and the disability areas represented by the consumers. Next, the NTA Transition Practices Framework categories addressed by each program are identified. Detailed descriptions of the programs and a summary of their evidence of success are included. Finally, success stories that describe students' experiences withsome of the programs are provided. The appendix includes the NTA nomination forms and an index of the profiled programs. (CR)

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Improving Student Outcomes

Promising Practices and Programs for 1999–2000

A DIRECTORY OF INNOVATIVE APPROACHES FOR PROVIDING TRANSITION SERVICES FOR YOUTH WITH DISABILITIES

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Promising Practices and Programs for 1999–2000

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A DIRECTORY OF INNOVATIVE APPROACHES FOR PROVIDING TRANSITION SERVICES FOR YOUTH WITH DISABILITIES

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5

CONTENTS

Introduction iii

NTA Transition Practices Framework v

Adult Independence Program La Plata, Maryland 1

Baltimore Start on Success Baltimore, Maryland 3

Brown High School Transition Team Sturgis, South Dakota 5

Cooperative Program for the Deaf & the Blind Spartanburg, South Carolina 9

High Tech Connections Fairfax, Virginia 13

Independent Living Center Ionia, Michigan 19

Mobile Transition Initiative Mobile, Alabama 23

Project Bridge Sioux City, Iowa 27

Project EXCEL Springfield, Massachusetts 30

Project SEARCH Cincinnati, Ohio 36

Summer Transition Program Baltimore, Maryland 39

Supermarket/Retail Program Denville, New Jersey 42

Supported Employment Program-South (SEP-S) Edgewater, Maryland 45

The 18-21 Transition Program Boulder, Colorado 48

The College Connection Baltimore, Maryland 52

Towson University Outreach Towson, Maryland 55

Transition Service Integration Project San Francisco, California 60

Transition Services Office Lancaster, South Carolina 64

Washington Annex Work Study Program Coventry, Rhode Island 68

Youth Apprenticeship Program Jefferson, Wisconsin 71

Appendix 75

Index by State 97

Index by Framework Category 98

INTRODUCTION

The National Transition Alliance for Youth and Disabilities (NTA) identified promising programs and practices that promote post-school outcomes for students with disabilities through inclusive school-to-work systems. The purpose of this initiative was to identify specific practices or programs that result in improved outcomes for students, such as development of specific skills, post-school employment, or enrollment in postsecondary education. An organization had the option to nominate (a) a specific practice or practices, such as its self-determination curriculum; or (b) a program comprised of several practices, such as its dropout prevention program or occupational skill training program. A variety of organizations submitted over 48 nominations.

We used three criteria to screen and evaluate the nominations: (a) the nomination featured a program or practices that provide transition- or school-to-work-related services or instruction to students with disabilities; (b) the nomination provided sufficient information and evidence to understand the purpose, context, and activities of the program or practices; and (c) the nomination provided evaluation information to indicate the extent of implementation and the outputs and/or outcomes associated with that implementation.

Subsequently, we selected programs and practices as promising if they presented some evidence to indicate that their activities were benefiting students with disabilities. These benefits included improved skills levels, specific post-school experiences, and/or opportunities to participate in specific activities that we know help foster improved post-school outcomes (e.g., career exploration or work-based education).

We identified 20 promising programs. These programs include a variety of approaches and occur in a variety of contexts. For example, several programs provide work-based educational experiences, six programs affiliated with community colleges or universities provide transition services to those pursuing college and/or careers, and one program is producing systems change by creating hybrid agencies. We highlight these programs in this directory.

This directory is organized to provide key information about the promising programs. The first items we feature include the contact information, the program's mission, and organizational details. We encourage the reader to refer to the instrument used to identify nominations, included in the Appendix, to view the nature of the program details collected. We then present information about the program's consumers, including the target populations and the disability areas represented by the consumers. Next we identify the NTA Transition Practices Framework categories each program addresses. (Complete information about the NTA framework follows this section.) We then include detailed descriptions of the programs and a summary of their evidence of success. Finally, we

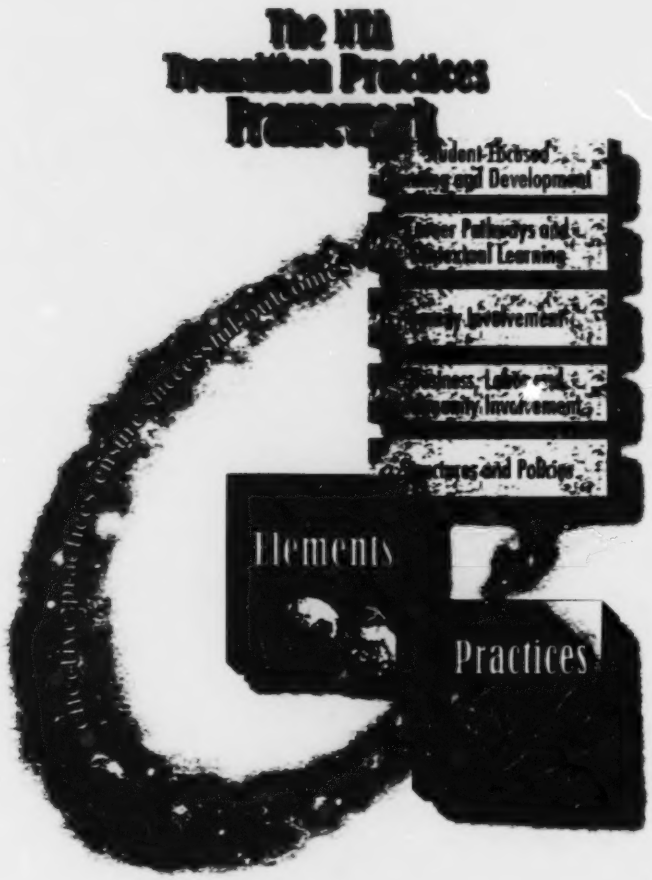
provide success stories that describe students' experiences from some of the programs and, if applicable, available products. In the back of the directory, the programs are indexed in two ways: (a) by state, and (b) by NTA framework category.

Detailed information about these programs and other model and promising programs is also available on our web site, www.dssc.org/nta. For more information, contact the NTA at the Transition Research Institute, 217-333-2325.

Dr. Paula Kohler, Western Michigan University and the Transition Research Institute, University of Illinois

NTA TRANSITION PRACTICES FRAMEWORK

Our efforts to identify promising practices and programs will utilize the NTA Transition Practices Framework, a tool that helps us identify, evaluate, and provide information about effective school-to-work practices. This framework was developed from efforts that included review of relevant research literature, evaluation of exemplary transition programs, analysis of activities and outcomes of model demonstration transition projects, and analysis of theoretical and applied documents developed by the National School-to-Work Office. Development of the framework included the input of over 200 "transition experts" from across the United States.



The NTA Transition Practices Framework includes five broad categories of practices. Each of these categories features a number of primary elements. Elements are the building blocks of the categories and include specific school-to-work practices. Practices are the activities and conditions that ensure successful outcomes.

The components of the framework are linked together by the concept of collaboration--represented in the framework graphic by the lighted path.

The three spheres, on the path to successful outcomes, represent three major initiatives through which the National Transition Alliance is working to assist organiza-

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tions to develop inclusive school-to-work systems: identifying effective practices information, providing technical assistance, and disseminating information. As part of our efforts to identify effective practices, we sought nominations of effective strategies for implementing practices in the NTA Transition Practices Framework. A description of the transition practices categories follows.

Student-Focused Planning and Development

Practices in this category focus on planning and developing educational programs for individual students. An emphasis on life skills development, student assessment and accommodations, and proactive planning provides a fundamental basis for achieving a successful school-to-work transition. Students and parents should be at the center of the planning process and should drive planning decisions.

Career Pathways and Contextual Learning

Practices in this category focus on school- and work-based curricula and activities linking high academic and workplace standards. Integrated vocational and academic curricula address employment skills instruction and occupation-specific vocational development. Individual learning plans link school and work experiences to develop work-related behaviors and both general and specific skill outcomes.

Family Involvement

Family involvement practices are those associated with parent and family participation in planning and delivering education and transition services, including facilitating such involvement. Family-focused training increases parents' knowledge and skills related to advocacy, planning, support and legal issues. Family empowerment practices facilitate family participation in planning, assessment, training, mentoring, and support roles.

Business, Labor, and Community Resources

Business and community resource practices facilitate participation by businesses, labor unions, community service agencies, government organizations, and other community resources in all aspects of school-to-work systems. Interagency agreements, an interagency coordinating body, established methods of communication, and clearly articulated roles promote active involvement of various community organizations in curriculum and program development. Community organizations validate skill standards and worker competencies and provide classroom resources and training sites for both students and educators. Student and teacher mentoring by members of community organizations is an important part that links education and work.

Structures and Policies

This category consists of program practices or features related to the efficient and effective delivery of school-to-work and transition services. Program partnerships, philosophy, planning, policy, evaluation, and human resource development are essential for developing effective school to work practices.

ADULT INDEPENDENCE PROGRAM

La Plata, Maryland

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MISSION

The mission of the Adult Independence Program is to provide the values of self determination through words, actions and activities. Through this program students have the opportunity to experience self-respect and dignity, to exercise choice and control over their lives, earn respect for their dreams and aspirations, and experience freedom to form their own relationships. It is the right of all students to work for an employer who appreciates them and who will compensate them accordingly. Our hope is that students will learn that their abilities are valuable and that they are able to contribute to their communities in meaningful ways.

ORGANIZATION

Organization Type

Education Agency
Local

Geographical Area

County

Primary Setting

Community-based training site
Trade school or proprietary institution
Community college (two-year college)
Regular education class
Competitive employment worksite

Funding

External funding source
Other
Maryland State Department of Education: State Discretionary Funds Grant (P.L. 105-17)

CONSUMERS

Target Population

Secondary education students
With disabilities
Teacher or faculty
Secondary education
Postsecondary education
Community service providers
Parents
Business people or employer
Teachers or trainers

Disability Areas

All disabilities

NTA FRAMEWORK CATEGORIES

Student-Focused Planning and Development
Career Pathways and Contextual Learning
Structures and Policies
Business, Labor, and Community Resources

DESCRIPTION

Charles County is one of the fastest growing counties in the state and increased population challenges the county's resources. Special education compensates for increased demand by

developing innovative service delivery models. In September 1998, special educators established this project, which served three 18- to 21-year-old students with significant cognitive disabilities. Since September 1998, the project has served eight students: 3 first-year students; 4 second-year students; and 1 second-year student who dropped out. Program enrollment is expected to increase to 15 students by September 2000. Charles County Public Schools will sustain the project beyond the grant period.

Improvements ensure student placement in age-appropriate instructional settings among non-disabled peers. Instruction takes place at Charles County Community College in a classroom shared with Charles County Sheriff's Office at Town Center Mall and at community job sites. Students experience employment and receive instruction in vocational planning, life skills, recreation, and leisure. Instructors include special educators, community college staff, employers, police personnel, and business associates.

Each day begins and ends at the Career and Technology Center. Activities are individualized according to each student's interests, needs, and employment status. Weekly schedules include college courses, community activities, and individualized instruction. Objectives require each student's full integration into community life.

Towne Center Mall provides classroom space. Charles County Public Schools pay salaries and operating expenses. Collaboration among the Departments of Special Education, Educational Options, and Career and Technology Education ensures staffing, meeting space, technical assistance, and vocational evaluation. The Director of Special Education is directly responsible for evaluations, reports, and monitoring funds. Community partners receive disability training. Finally, special education staff receive training on how to implement a community-based rehabilitation program.

The program will be successful when each student is employed and engaged in a community-based recreation or leisure activity.

EVIDENCE OF SUCCESS

- One hundred percent (N=3) of first-year students are engaged in successful work-based learning experience.
- One hundred percent (N=4) of second-year students are employed.
- One hundred percent of second-year students are engaged in a fitness program and weightlifting class at the Charles County Community College. In addition, one student is a member of Gold's Gym.

BALTIMORE START ON SUCCESS

Baltimore, Maryland

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MISSION

Urban districts face unique challenges in providing effective transition services to youth with disabilities. Concerns impacting transition include large populations of special needs students, inadequate personnel preparation and limited family involvement. These factors combine with ongoing fiscal resource issues to create potential barriers to preparing youth with disabilities for post-school employment.

The Baltimore City Public School System (BCPSS), in collaboration with workFirst, Inc., implemented the Start on Success (SOS) program to prepare urban youth with disabilities for competitive employment. SOS was designed to use the expertise of the partner agencies to ameliorate some of the transition barriers and improve the post-school outcomes of its participants.

ORGANIZATION

Organization Type

Education Agency
Local
Rehabilitation Agency
State
Local
Business
Other
National Organization on Disability

Geographical Area

Urban area

Primary Setting

Community-based training site
Hospital setting
High school
Self-contained class in public school
Competitive employment worksite
Supported employment worksite

Funding

Federal School-to-Work Implementation Grant

CONSUMERS

Target Population

Secondary education students
With disabilities

Disability Areas

All disabilities

NTA FRAMEWORK CATEGORIES

Career Pathways and Contextual Learning
Business, Labor, and Community Resources

DESCRIPTION

Start on Success (SOS), a program developed through the National Organization on Disability (NOD), is an introductory on-the-job intern-

program for high school students with disabilities. Currently, projects are operating in Connecticut, Pennsylvania, and Alabama. The factors that precipitated the development of SOS correspond with local concerns related to dismal post-school employment rates of youth with disabilities.

The Baltimore City Public School System (BCPSS), in collaboration with work First, Inc., implemented the Baltimore Start on Success program to prepare urban youth with disabilities for competitive employment. Fifteen students who attend Frederick Douglass High School receive work-based curriculum combined with entry-level job opportunities within the University of Maryland Medical System (UMMS). The project outcome is the placement of all participants in competitive or supported employment or training upon school exit or graduation.

Research indicates that high school work experience is one of the best predictors of postsecondary employment of youth with disabilities. The SOS project provides an opportunity to improve participants' employment outcomes while identifying "new collaborative ways" to use the expertise of partner agencies to transition urban youth with disabilities from school to work.

Beginning in February 1999, the second cohort of 15 seniors who were receiving special education services participated in a semester-long community-based work experience program designed to prepare them for post-school competitive employment. These students received school-based functional academic and life skills instruction combined with paid entry-level job opportunities on the campus of the University of Maryland Medical System. Students attended school half day and used public transportation to go to work for the second half of the day.

BCPSS conducted the employability skills instruction, workFirst, Inc. coordinated the vocational supports and linkages, and UMMS provided the worksites for this group of transitioning seniors. Undergraduate and graduate social work students were trained and compensated to work as job coaches. In June 1999, at the end of the school year, workFirst, Inc. assisted participants in obtaining competitive employment and/or training and will provide "booster shots" of employment support over the next year.

Over 50% of second-year costs were provided through fees for services and in-kind contributions. BCPSS provided program management and school-based coordination. UMMS contributed office space and internal coordination services. Division of Rehabilitation Services (DORS) funding was accessed to support post-school placement and training. NOD raised the remaining funds from private foundations to ensure the continued success of this replication project.

The Year III Baltimore SOS program will expand to serve students with more significant disabilities who attend a different school. Twenty-five exiting seniors will participate. Commitments for additional worksites have been made by the University of Maryland at Baltimore (UMAB) whose campus of professional schools surrounds UMMS. School-based instruction in community participation skills and work-related computer literacy is to be implemented this year.

EVIDENCE OF SUCCESS

- In both years I and II, 13 of 15 youth with disabilities successfully completed the SOS internship program.
- In both years I and II, 75% of participants were employed or in training (job skills or academic) 90 days after school exit.

BROWN HIGH SCHOOL TRANSITION TEAM

Sturgis, South Dakota

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MISSION

No one has a greater stake in the outcomes of transition planning than do young adults with disabilities. They should be active, participating members of formal and informal transition activities and efforts.

The goal at Sturgis Brown High School is that the IEP be the vision of the student and the parents, with the student being the driving force behind his/her IEP. The instructor is the facilitator that gathers information from all individuals involved in the student's life.

Our program encourages students to understand and to have the ability to voice their needs and desires so that this information can be used while determining educational planning and program direction.

ORGANIZATION

Organization Type
Education Agency
School

Geographical Area
Rural

Primary Setting
High School

Funding
No special external funding source

CONSUMERS

Target Population
Secondary education students
With disabilities

Disability Areas
All disabilities

NTA FRAMEWORK CATEGORIES

Student-Focused Planning and Development
Career Pathways and Contextual Learning
Family Involvement

DESCRIPTION

The Brown High School Transition Team has been providing solid transition services for approximately four years after the IDEA transition services were mandated. Teachers took on the challenge of providing these services to students with disabilities so they could feel comfortable and confident that the students would succeed once they graduated from the program. Teachers have taken coursework, attended workshops/seminars, and have read books, all emphasizing transition. From this, the teachers developed a curriculum to fit the needs of all students in all areas of transition and will be available to individuals or schools requesting information about our transition program.

In a rural area, transition is not always easy.

The district, 3000 square miles, is the third largest district in the nation but is only populated by a total of 2,900 students in grades K-12. Some of the students drive 100 miles a day, round trip, to get to school. There is no public transportation, one taxi car, and the high school is three miles from town. Despite some of these challenges, the program has been successful for many students and their families.

Students with disabilities attend a year-long course for high school credit, learn about their disability and its meaning to them, understand what modifications they need to be successful, and learn how to ask for accommodations in class or on the job. After this class, students can discuss their disability and their needed modifications without note cards or referring back to their personal portfolio.

Brown High School has also developed an employability class for the students who need some assistance for the first-time job experience. The first semester of employability teaches the students how to write a cover letter, fill out a job application, etc. They also learn proper manners, go through simulated job interviews, study different careers, and become eligible for vocational rehabilitation. The next semester, these students are on the job in an unpaid or in a paid work experience funded by vocational rehabilitation. Employers fill out work evaluations (included in the class grade), attend the student's IEP and, at times, hire the student for part-time work. All students with a disability have at least two work experiences prior to graduation.

Students who are college bound are carefully monitored to make sure they take all the necessary courses in high school to be successful and have the right foundation for college. They must contact the disability coordinator at the college of their choice before graduating and submit their IEP and needed modifications to that person. Teachers help the students select an appropriate school, take field trips to area colleges, and write needed recommendations for the students.

Brown High School has a Transition Support Group in the community that teaches selected students independent living skills. This group gets together on weekends, cooks meals for each other, accesses community events, spends the night at a local dormitory, and learns how to socialize without the supports of their family or teachers. The group also receives training in self-advocacy skills.

In school, students participate in the family/consumer science class (formally known has Home Ec) and learn many independent living skills. For example, they learn how to plan and cook a nutritious meal, bargain shop, sew, wash clothes, budget a checkbook, and many other skills.

Parents are considered true partners in the success of their child. Very rarely do parents miss a meeting, as they know they are a big part of the planning process. Teachers call at least one parent a day to talk about progress or regression. Parents have voiced to many that their child would never have made it through high school or have the self-esteem they do without the aid of the transition teachers.

EVIDENCE OF SUCCESS

- Fifty-four students were served in special education during the 1999-2000 school year; 90% accessed either school-to-work, supported employment or an unpaid work experience.
- Ninety-seven percent of the seniors in special education will graduate this year.
- Of the freshmen from the school years of 1994-1995 and 1995-1996, 71% of the students graduated in four years.

- Ninety percent of the students in special education at the high school level obtain entrance information for a selected college.
  - Twenty-five percent of the students attend a postsecondary college after graduation.
  - Of the special needs students who attend a postsecondary school, which is an average of 7% of the graduating students in special education, 100% have the knowledge to advocate for themselves because they have been enrolled in the advocacy class, have attended and directed their IEP, or have advocated for themselves in the high school setting on the modifications they needed to be successful in the general education classroom.
- As a result of reviewing student transcripts, classroom curriculum, classroom pre- and posttest scores, teacher observations, teacher-made tests, socialization skills, attendance records, three-year mandated evaluations (i.e., psychological, achievement), and formal and informal transition inventories, 100% of the students were found to gain skills from year to year. This is based on their transition goals and objectives, because not all students need to improve in just the area of academics to be functional adults.

  Students have also gained skills in socialization to have friends in recreation and leisure; increased their attendance and promptness to hold a job or do volunteer work; learned to cook; learned the skills at school and at home to pass their driver's test; learned how to be community participants in varying degrees; and learned and applied for adult services
- Seventy percent of the students have taken the advocacy class that is taught by one of the special education teachers. Some students take this class for all four years of their high school career. Of these students, 100% have the knowledge to advocate for themselves. This is measured through videotapes and written assessment. These assessments have found that:
  - Students can describe their disability and necessary modifications to enable them to be successful;
  - Students can direct their own IEP, tell an employer what they need to be successful, and describe how their disability will affect or not affect their lives. These students have presented their skills to a group of students in middle school, to the Meade School District School Board, and two of the students presented at a national conference on advocacy in South Carolina.
- Follow-up information from students who graduated in May for 1998 and 1999 found that:
  - Eleven of the 14 graduates are employed; 6 are employed full-time;
  - One is working in supported employment;
  - One is a freshman at a University; and
  - One has moved out of state and has a baby.

SUCCESS STORY

"T" has a diagnosis of autism. Academics, social interactions, and change do not come easily for "T." With an individualized program, hard work by "T," and assistance from parents, employers, special education teachers, vocational teachers, and vocational rehabilitation, he has developed marketable work skills.

Special education instructor, Arlene Termes is quick with praise for "T's" employers. "Our students are very fortunate to have employers like Fort Meade Veterans Administration and the city of Sturgis who provide positive learning opportunities," says Termes.

During his freshman and sophomore years, "T" participated in some vocational and employability classes. He did extensive job shadowing with the school's custodial staff and also completed a volunteer work experience at the Fort Meade Veterans Administration laundry department. "T's" verbal communication skills were a big concern at this point, but he was starting to make some progress.

As a junior, "T" participated in the Project Skills work experience program. He worked at the Sturgis City Shop as a custodial assistant and cleaner. "T" did such a good job that he was offered a full-time summer job with the city's Street Department. He had the chance to learn a wide variety of tasks over the summer.

As a senior, "T" is working as a mechanic assistant at the City Shop through Project Skills, a paid work program through vocational rehabilitation. "T's" communication skills have improved greatly according to his supervisor. Larry Parsons reports, ""T" seldom spoke when he started working with me. He now knows how to start conversations and asks coworkers how they are doing."

When asked about his experiences with the school district, his dad said, "All of "T's" teachers have really helped him, but his Principles of Technology instructor, Mr. Paris, stands out for building self-confidence and bringing out the best in "T." "T" earned a B in his class."

"T" plans to work competitively or with limited supports after graduation. He reports that he likes his job with the city and would enjoy working there or at a similar job in the future.

PRODUCTS

Transition Planning Inventory Packet • Created by special education teachers. Covers in detail, all areas of transition and can be used for ages 14 to 21. This packet drives the content of the IEP • FREE

Brochures for each transition area, which are primarily given to families.

On-site tours of the Sturgis Brown High School and the Special Education Transition Department

COOPERATIVE PROGRAM FOR THE DEAF & THE BLIND

Spartanburg, South Carolina

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MISSION

The mission of the Cooperative Program for the Deaf and the Blind is to maximize opportunities for competitive employment and successful transition of citizens who are deaf/hard of hearing and blind/visually-impaired from throughout South Carolina. The program provides postsecondary educational programs, learning resources, assistive and adaptive technology, career and counseling services, residential and independent living services, transportation services, and transition services to help state residents who are deaf/hard of hearing and blind/visually impaired to maximize their potential for independent living.

ORGANIZATION

Organization Type

Community college or two-year college
Education Agency
School (State Residential School)

Geographical Area

State or commonwealth

Primary Setting

Community college (two-year college)
Residential school or facility

Funding

No special external funding source

CONSUMERS

Target Population

Adults with disabilities
Postsecondary education students
With disabilities
Community service providers
Business people or employer

Disability Areas

Deaf, Deaf-blind, Hearing impairment, Visual impairment

NTA FRAMEWORK CATEGORIES

Student-Focused Planning and Development
Structures and Policies

DESCRIPTION

The Cooperative Program for the Deaf and the Blind in South Carolina is a unique partnership between the South Carolina School for the Deaf and the Blind, the state's 150-year-old residential school for the deaf and the blind, and Spartanburg Technical College, a public two-year technical community college. Begun in 1986, the initiative was funded through a Charles Stewart Mott Foundation grant award to the college but has since been operated

through regular state funding.

This program has enabled over 200 individuals who are deaf/hard of hearing and blind/visually impaired from throughout South Carolina to pursue associate degrees, diplomas, and certificates leading to competitive employment or transfer to a four-year university through provision of services to ensure student success. The program served 22 students who were deaf/hard of hearing or blind/visually impaired in the Fall semester, 1999.

The program consists of three major components: Student Services, Residential Services, and Transportation Services.

Student Services

A full-time coordinator and 8-9 part-time interpreters for the deaf, note-takers, and reader/writers for the blind, who are all employees of the South Carolina School for the Deaf and the Blind, are physically housed in the Office of Student Services at Spartanburg Technical College. They deliver the following services for deaf and blind students who are mainstreamed into one of over 50 majors at the college: interpreting for the deaf; note-taking, reading/writing; tutoring; career counseling; independent living training; referral to college services including admissions; financial aid; career center; and faculty advisement. This staff provides the necessary support to help students self-advocate their needs as they progress through educational programs leading to the associate degree, diploma, or certificate.

An Assistive Technology lab for the blind/visually impaired adjacent to the college's computer center helps students learn the use of software and computer technology to increase their learning skills. Assistive listening devices for the deaf/hard of hearing help students who elect this means of communication in lieu of American Sign Language. Staff and students help train new students in the use of assistive technology.

Residential Services

Deaf and blind students from throughout South Carolina may reside in an adult living facility on the South Carolina School for the Deaf and the Blind campus, approximately 10 miles away. Modern apartment-like suites with kitchenettes, lounges, washer/dryers, a pool table, and TV rooms are available to help foster independent living skills. Full-time dormitory staff (one of whom is deaf) help students adjust to living away from home and in developing independent living skills.

Desktop computers are available in the dorm for students to do their homework and assignments. E-mail training is mandatory and an e-mail profile is established for each postsecondary student on the school's network.

Cooperative Program students participate in the student activities at both campuses and help sponsor the Students with Disabilities Club at Spartanburg Technical College to raise funds and support community and college causes.

Students receive meals on the campus of the South Carolina School for the Deaf and the Blind and are provided opportunities for part-time employment on campus to support their tuition and living needs.

Students pay tuition directly to the technical college; room and board is paid directly to the School for the Deaf and the Blind. Financial aid assistance is provided through sponsorship from Vocational Rehabilitation or the Commission for the Blind, federal Pell grants, loans, college work-study program, state loan and scholarship programs, civic club donations, JTPA program, and part-time employment opportunities on campus. In recent years, no student has been unable to enter or complete

their program due to lack of financial resources.

Transportation Services

Cooperative Program students may elect to use South Carolina School for the Deaf and the Blind's statewide bus system. Busses bring students to the SCSDB campus on Sunday evenings and return students to their home communities on Friday afternoons.

Mini-vans provide transportation between the residence hall and the technical college on a daily basis, leaving early in the morning and returning later in the afternoon. Deaf/hard of hearing students with driver licenses may provide their own transportation and have their own cars on each campus. The cost of transportation is included in the overall fee structure. The total cost of tuition, room and board, and transportation is $2,500 per year with college textbooks and other incidentals extra.

Cooperative Program Management

The Cooperative Program is overseen by an eight-member board comprised of the following persons: President of Spartanburg Technical College, President of South Carolina School for the Deaf and the Blind, the Vice President of Student Services, Director of Admissions, and Counselor for Disability Services at Spartanburg Technical College, Director of Outreach Services, Director of Vocational and Postsecondary Education, and Coordinator for the Cooperative Program for the Deaf and the Blind at the South Carolina School for the Deaf and the Blind.

The Board meets three times per year to develop and review long-range plans, annual goals, monitor student progress, develop marketing strategies, review budgets, review student outcomes, and broaden linkages between the two schools.

EVIDENCE OF SUCCESS

- The retention rate of students in the Cooperative program is as follows:
  - Spring, 1998-Fall, 1998=57%;
  - Fall, 1998-Spring, 1999=89.5%; and
  - Spring, 1999-Fall, 1999=90.5%. This is significantly higher than the overall school retention rate, which falls in the 70% range. Since the curriculum programs at Spartanburg Technical College are competency-based, retention is a measure of occupational/career skills development.
- Over the last three years, five graduates of the 15 deaf or blind students received associate degrees/diplomas; two transferred to four-year universities and completed/are completing bachelor's degrees; two are employed in their field of study; and one is changing jobs and currently seeking employment. Note: This is comparable to all students attending the college including the nondisabled. Nationally, two-year community and technical colleges only graduate 40-60% of their entering first-time-in-college students with associate degrees. These are successful outcomes based on normal student progression through community/technical programs
- Of the freshmen from the school years of 1994-1995 and 1995-1996, 71% graduated in four years.

SUCCESS STORY

"S" is an exemplary graduate of this program in 1995. Totally deaf, "S" completed associate degrees in Accounting and Computer Information Systems at Spartanburg Technical College through the Cooperative Program and went on to complete his B.S. degree from the University of South Carolina. He was employed as a systems analyst in the Information Technology department at Spartanburg Technical College, where he

worked for several years. He recently accepted a position as Web Page designer for the corporate offices of Michelin Tire Company in Greenville, South Carolina. "S" is also the President of the South Carolina Association of the Deaf.

PRODUCTS

South Carolina School for the Deaf and the Blind • Brochure

Cooperative Program • Video

HIGH TECH CONNECTIONS

Fairfax, Virginia

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MISSION

The mission of this project is to enhance the future human resource pool for employers of high-tech firms. By working together as partners, we can meet the fast-changing high-tech demands of the 21st century and improve employment opportunities for individuals with disabilities in high-tech companies.

ORGANIZATION

Organization Type

Education Agency
Local

Geographical Area

County

Primary Setting

Other
Business Internship Sites

Funding

External funding source
Other
Virginia Board for People with Disabilities

CONSUMERS

Target Population

Secondary education students
With disabilities
Business people or employer

Disability Areas

Deaf, Deaf-blind, Hearing impairment, Mental retardation (Mild), Orthopedic impairment, Multi-disabled, Severe emotional disturbance/emotional disability/behavior disorder, Specific learning disability, Speech impairment, Visual impairment, Autism, Traumatic brain injury, Other (Other Health Impaired)

NTA FRAMEWORK CATEGORIES

Student-Focused Planning and Development
Career Pathways and Contextual Learning
Business, Labor, and Community Resources
Structures and Policies

DESCRIPTION

High Tech Connections (HTC) is modeled after High School/High Tech designed by the President's Committee on Employment of People with Disabilities. HTC completed its third and final year of funding by the Virginia Board for People with Disabilities. HTC is continuing this year through employer-funded internships and activities and LEA-funded staff support.

In HTC, staff establish internships and activities with high-tech companies so students will consider the high-tech career field as an option, while strengthening partnerships with businesses. The target population includes students in grades 9-12 with mild disabilities who will continue on to postsecondary education in the high-tech field. Younger students participate in awareness activities such as job shadowing and site tours, while older students participate in paid high-tech internships.

The success of this project depended on the team efforts of all the following: students, parents, school staff, employers, Business Advisory Council, and additional resources such as TransCen, Inc., President's Committee on Employment of People with Disabilities, and Virginia Board for People with Disabilities

The High Tech Connections program has several goals, one of which is to improve employment opportunities for students with disabilities in high-tech companies. In order to achieve this goal HTC has: identified high-tech business and contacts in the northern Virginia region; provided a kick-off event to initiate contact with high-tech businesses, orient them to the project, and solicit their involvement in the various activities; provided paid internships for students with disabilities in grades 11 and 12; developed mentoring relationships between high-tech employees and students with disabilities; provided ongoing follow-up and support to students and businesses, utilizing school staff and school-funded job coaches; and supported students in planning next steps following completion of internships.

The second goal is to prepare students to make career decisions, considering high-tech business as a potential career option as part of the transition planning process. Therefore, HTC develops and coordinates activities in high-tech businesses to include job shadowing, site visits, and guest speakers for students in grades 9 and 10; incorporates awareness and activities into classroom instructional program; and instructs students in how to participate in job shadowing, mentoring, site visits, and responding to guest speakers.

A third goal is to provide training to students, parents, school staff, and employers and employees of high-tech firms. In order to fulfill this goal, HTC provides orientation and training to participating youth and their families prior to internship placement; provides training to school staff on strategies for securing high-tech sites for internships and employment; conducts training and disability awareness, reasonable accommodations, and strategies for recruiting, hiring, supervising, and retaining youth with disabilities for employers and employees of participating businesses; provides team meetings to share successes, discuss problems and challenges, and generate solutions; and planned and implemented Future Quest in 1999 in conjunction with Northern Virginia Transition Coalition.

HTC's fourth goal is to develop, enhance, and strengthen partnerships with high-tech businesses. As a result, HTC established a Business Advisory Council (BAC) to include high-tech businesses, school staff, adult service providers, and area college representatives; utilized the expertise of the President's Committee on Employment of People with Disabilities for overall project support; networks with Fairfax County's Business/Industry Council and local Chambers of Commerce to promote hiring individuals with disabilities; and publicizes involvement of business partners for community recognition and to entice other high-tech businesses to become involved in the project.

A fifth goal is to establish, implement, and maintain a continuous evaluation system. HTC accomplishes this by collecting data on student internship placements; collecting data on career

awareness/exploration activities; collecting feedback from students, families, school staff, and employers on activities; evaluating transition plans for project participants to determine if project activities had an impact on future career/transition goals; and evaluating the effectiveness of the BAC to consider expansion, involvement, and future directions.

Finally, the sixth goal of HTC is to contribute to current knowledge and practice of persons with disabilities in the high-tech job market. In order to do this, HTC developed a comprehensive manual that includes materials for job development; strategies for developing internships and career awareness/exploration activities; internship orientation for students and parents; intern and employer appreciation and next steps activities; and BAC activities. HTC also developed outreach and publicity informational activities to include a project brochure; news articles and feature articles; reported and publicized project outcomes; and disseminated information and materials throughout Virginia and the nation through training events, presentations, and articles.

EVIDENCE OF SUCCESS

Student Outcomes

- As a result of participating in High Tech Connections, 90% of students changed to or confirmed high tech as their career field.
- Eighty-five percent of students planned to continue their education after high school in pursuit of a high-tech career.
- Ninety-three percent of students increased self-confidence and self-determination including problem-solving and career decision-making.
- One hundred percent of students developed career transition plans identifying career goals and steps to attain their goals after completing internships.

Employer Outcomes

- Ninety-two percent (n=63) of employers reported positive experience with students and High Tech Connections; 12 employers participated more than one year; and 13 employers will fund internships.
- Ninety-two percent of employers reported positive experience with students in mentoring relationships.

Staff Outcomes

- Ninety-four percent of students, 92% of parents, 88% of employers, and 88% of staff believed the internships and mentoring experiences were positive.
- One hundred percent of staff found marketing training and guide helpful in employer marketing.
- The number of new businesses increased each year by 30%.
- One hundred percent of staff reported that monthly networking meetings facilitated creative strategies for marketing employers.

Parent Outcomes

- Ninety-two percent of parents believed the internships were positive experiences for their sons/daughters.

Follow-Up Summary

- A total of 69 students were interviewed representing 68% of the total students (N=101) who participated in internships over the three years of the program. Fifty-one (74%) former interns expressed technology-related career goals at follow-up interview.
  - Thirty-six percent are currently in high school.
  - Thirty-two percent are employed, which includes the number of interns employed and doing other activities. Two interns in the Marines are included as employed.
  - Thirty-five percent are pursuing a post-secondary education; 13 are attending a

two- or four-year college and not employed; 8 are attending college and employed; and 3 are attending technical school.
- Three percent reported no activity.
- Three percent had moved.
- Thirty-six percent are currently in high school.
  - Fifty-six percent are pursuing tech course.
  - Sixty-four percent (8 did not respond) reported that High Tech Connections helped them decide upon their school course.
  - Forty-four percent (14 did not respond) reported that High Tech Connections helped them decide upon their career goal.
  - Eighty-eight percent reported that High Tech Connection helped them decide upon their personal goals.
- Thirty-five percent are currently in college/technical school.
  - Sixty-three percent are pursuing a tech career/major.
  - Seventy-five percent reported that High Tech Connections helped them decide upon their course of study.
  - Seventy-five percent reported that High Tech Connections helped them decide upon their career goal.
  - One hundred percent reported that High Tech Connections helped them decide upon their personal goals.
- Thirty-two percent are currently employed.
  - Twenty-six percent were hired by the site following completion of the internship.
  - Fifteen percent are currently working for the internship site.
  - The lowest salary reported was $5.15 in a data entry clerk position.
  - The highest salary reported was $12.00 as a Human Resource assistant.
  - Seventy-three percent reported they were pursuing a tech career.
  - Eighteen percent said that High Tech Connections helped them decide upon their school course.
  - Forty-one percent said that High Tech Connections helped them decide upon their college course.
  - Eighty-two percent said that High Tech Connections helped them decide upon their career goal.
  - One hundred percent said that High Tech Connections helped them decide upon their personal goals.

SUCCESS STORY

High Tech Connections opened many doors for the students. It provided opportunities for students to expand their skills, gain experience in real work settings and learn from mentors. Students gained confidence to move forward and build on their successes.

Two years later they all have enthusiasm for learning and respect for their potential. They are all motivated and succeeding. We expected success, offered High Tech Connections internships, encouraged and mentored them, and they excelled. The following two students both interned at George Mason University, which gave them each a new direction in life.

"J's" Story

"J," 20, is a 1997 graduate of Chantilly High School and High Tech Connections. He has a learning disability and an emotional disability and was very much at-risk in school. He had difficulty getting along with other students. He just wanted to get out of high school and had reduced his class load to the two classes he needed to graduate. His teachers reported that he was easily distracted and would often deliberately say or do things in class to disrupt others and get other students involved. Even

though the teachers complained about his lack of academic interest and disruptive behavior with peers and adults, they continuously commented on his aptitude and potential to learn.

"J" was looking for a part-time job when I met him and thought he might be a good candidate for a High Tech internship. We explored possibilities at George Mason University Computer Lab and arranged a Technology Training Lab Assistant position for "J." There he assisted GMU students with operational problems, maintained computer lab order and cleanliness, and followed and completed duties as assigned. He had several excellent mentors on the site and completed his internship with excellent evaluations. This experience gave "J" self-confidence and an interest in attending college.

When I talked with "J's" mother recently she said, "The High Tech Connections internship at George Mason University was one of the most positive experiences of "J's" high school years." She believes the internship turned him around and motivated him to go on to college.

"J" will graduate this semester from Northern Virginia Community College with an Associate in Science and a major in Business Administration. His grades have been great and he is in the honors program. In addition to school, "J" is shift manager at Chicken Out, where he has received several awards for excellence in management. "J" plans to transfer to American University or the University of New Hampshire to complete his Bachelor's degree in Business. We wish "J" all the best in his future endeavors.

"JO's" Story

Mr. Ray at Chantilly Center nominated "JO" during the first semester of his junior year. At that time, "JO" was in the culinary program and was excited about using his technology skills. "JO" did well in design and tech class and showed potential for trouble-shooting computer problems and glitches. "JO" was also a volunteer in the Career Center and assisted students with career center computers and career software.

Mrs. Cirillo invited "JO" and his mom to attend the HTC information session along with other student nominees and parents. Students participated in group activities and met with their employment and transition representative to discuss possible internship sites.

At that time, "JO" did not drive and had not thought much about attending college, nor did he know what or where George Mason University was. Ms. Cirillo had developed internships for other students at the university. An internship in the small computer lab in Krug Hall seemed a good site for "JO" to gain experience, become familiar with the university, and intern with the great people who direct the Saturday Compuwrite program for young students to improve their writing skills.

"JO" waited until his senior year to do his internship once he had acquired his driver's license. "JO" interviewed for the lab position and started in January of his senior year. In his internship, "JO" provided technical support to students and their teachers in the Compuwrite program. When students arrived for class, "JO's" work began.

Of course, with computers there are always glitches. A printer wouldn't print, a student was stuck, the smart board wasn't on. "JO" had his work cut out for him and he loved every minute of it. He repaired minor computer errors, monitored student activities, deleted obsolete programs, and developed a Power Point presentation incorporating digital photos that integrated two separate software systems. At the end of the day, "JO" was exhausted but elated. "Wow, I love this type of work. It is per-

fect for me." Each day "JO" learned something new, gained confidence, worked well as a team member and became motivated to attend George Mason University.

When a student panelist was unable to attend the Transition Forum in Williamsburg, "JO" came forward and presented with the FCPS team at the Forum. "JO" was an articulate and poised member of the team, who described the benefits of the High Tech Connections' Internship Grant from a student's perspective.

"JO" began working for George Mason University as he started the first day of his classes last fall. He is a lab assistant in the computer lab in Robinson Hall, providing technical support to college students and professors. He is earning $8.35 an hour and works about 25 hours a week. "JO" is also doing well in his classes and has made a smooth transition to college life. "JO" says, "Thank you, thank you, thank you to High Tech Connections."

PRODUCTS

High Tech Connections Brochure

High Tech Connections Replication Manual

The Marketing Game Marketing Guide

Workplace Mentoring Guide for Employers

Workplace Mentoring Guide for Employers • Teacher Resource

INDEPENDENT LIVING CENTER

Ionia, Michigan

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MISSION

Our mission is to develop a process allowing students to become as independent as possible, and to provide for a seamless transition from school to adult life.

ORGANIZATION

Organization Type

Education Agency
Regional or Intermediate

Geographical Area

County

Primary Setting

Community-based training site
Independent living facility
Competitive employment worksite
Supported employment worksite

Funding

External funding source
Office of Special Education Programs (OSEP)
Rehabilitation Services Administration (RSA)

CONSUMERS

Target Population

Adults with disabilities
Postsecondary education students
With disabilities

Disability Areas

Deaf, Hearing impairment, Mental retardation (Mild, Moderate, Severe), Orthopedic impairment, Multi-disabled (more than two), Severe emotional disturbance/emotional disability/behavior disorder, Speech impairment, Autism, Traumatic brain injury, Epilepsy

NTA FRAMEWORK CATEGORIES

Student-Focused Planning and Development
Career Pathways and Contextual Learning

DESCRIPTION

The Independent Living Center is often referred to as "the House." Designed for adult students with moderate to severe disabilities between the ages of 21-26, staff work with stu-

dents on home living skills, vocational programming, and becoming familiar with the surrounding community.

At the House, students are provided the opportunity to receive special training in home living skills. This includes daily home upkeep such as vacuuming, dusting, mopping floors and laundry. In addition, they are responsible for yard care and minor maintenance duties. Students have the opportunity to prepare lunches, assist in making menus, grocery shopping and meal preparation.

Speech, physical and occupational therapy, and mobility and orientation services are delivered directly at the House. Therapists go out into the community to work on skills that are necessary to increasing the students' independence, such as driving an Amigo, getting their wallet out of their pocket, etc. Self-advocacy is an important area that is also worked on. Students learn how to express their needs, wants, and desires.

Vocational programming is a significant component of the House program. Over a dozen worksites have been utilized to provide students with opportunities to improve their work habits and job skills both in small groups and individually. Some of these worksites include grocery stores, theaters, florists, and restaurants. As students progress in their work proficiency, individual work placements are made in coordination with local agencies. Job shadowing is also provided, allowing students to observe different jobs available at various worksites and to explore job preferences.

EVIDENCE OF SUCCESS

- At the "House's" inception in January 1991, 19 students were enrolled in the program. The disabilities included SMI, SXI, TMI, EMI and AI. The evaluation summary for these students were as follows:
  - No students were in competitive employment; 1 student on an individual work placement for competitive employment; 1 student not placed out on worksite; and 17 students on group job sites;
  - No students could cook a meal independently;
  - No students were able to do three household jobs independently;
  - No students were able to shop in local stores without staff supervision.
  - No students were able to access Dial-a-Ride independently; and
  - No students were able to be mobile in downtown Ionia independently.
- As of the 1999/2000 school year:
  - Eight students have graduated and been competitively employed;
  - Eight students are in a sheltered work setting; and
  - Of the 16 students currently in the program, 3 are competitively employed; 1 on volunteer status; eight on individual work training sites; 1 on medical restrictions; 1 on funding restrictions; and 1 is scheduled for a more sheltered work setting.
  - Two students currently live in their own apartment; 1 lives in an apartment inside parents' house; 3 live in a group home; and 10 live at home.
  - Seventy-five percent of the students can cook a simple meal, run a microwave, assist in shopping, and plan a balanced meal.
  - Seventy-five percent of the students are able to do 3 to 4 household jobs with minimal assistance.
  - Forty-five percent of the students can shop without staff supervision.
  - Eighty percent can ride Dial-a-Ride independently, and 10% can call to make the connection.
  - Forty-five percent of the students can

walk in the downtown area with minimal supervision and they have all increased their ability to be mobile in their community.

SUCCESS STORY

The Independent Living Center (nickname "The House") has had many success stories. Each of the students is able to reach his or her potential and beyond through this program. The success of these students is a group effort. From the House staff, vocational staff, itinerant staff, administration, school board, parents and students, we work as a team to provide support and experiences for our students. We are currently working on spreading the school calendar over a 12-month period instead of the usual nine months. Our hope is that the students will be able to try different job experiences, parents adjust to their young adults not following a regular school schedule after high school and to truly prepare our students for the real world, where things do not start and end with school.

One of our current students, "L," is one of our recent success stories. After being in the EMI programs until her junior year of high school, she began to attend the High School TMI program part-time for a year and then went full time for the last year of high school. When she transferred to the House program, she continued for a semester in the Heartlands Foods Class where she continued training in food service jobs. When she began to attend the House full-time she was very shy, afraid of anything new, unable to express her feelings in an adult manner, and had very little self-confidence. Those are typical traits of all students upon entering the program.

"L" has attended the House full-time for three years now. She is currently employed at Wray Foods in Saranac preparing deli sandwiches one day a week for four hours. She is also employed at the Ionia Wendy's two days a week for four hours each day doing a variety of food prep jobs. Her time in the Heartlands Foods class taught by Mr. Marvin Smith was very beneficial to her job success. Mr. Smith has supported having our TMI students in his class and is proud of the role he has played in their future successes.

"L's" parents have also come a long way in the last four years. Last summer her father sectioned off their house and made a small one-bedroom apartment for "L." They equipped her kitchen with a small refrigerator, microwave, toaster oven, and electric frying pan. Her mother assisted her in making menus and shopping lists the first few months. "L" now does that independently. "L" has a budget to follow using a small file with compartments for each of her bills. When her SSI check comes and her paychecks are cashed, the money is put into each compartment for her bills; a very concrete way for "L" to understand how much money is needed for each section. "L" and her parents are talking about her next step in independent living, which will be a mobile home on her parents' property.

At the House, we are continuing to work with "L"on expressing her feelings and dealing with the issues of boyfriends, dating, marriage, and children. One of the ways we are working on this is called "A Life Wheel." We put the four transition areas on a large circle. Each of those areas is a different-colored puzzle piece. In each area we write down where the student is currently and then we write down where they want to be in the future. This is completed on an individual basis with no editing at that time. The students also put down things they like to do, successes they have had and picture cues. When they attend their Transition Life Planning Meeting they become active participants using this wheel. At that time the team

discusses how we can reach their future goals. At the House, we focus not only on skills for the students, but self-determination as well. We have found that given many experiences, students can make choices of what they like and do not like. They are also given responsibilities and experience natural consequences on a daily basis. By looking at the student as a whole, we are able to provide the necessary supports and experiences for their success after school. We are very proud of all of our current students and graduates of ILC.

MOBILE TRANSITION INITIATIVE

Mobile, Alabama

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MISSION

The mission of the Mobile County Public School System (MCPSS), Department of Special Education, is to promote the opportunities for students with disabilities to achieve their maximum individuality by providing student-centered transition services for becoming participants and productive members of society.

ORGANIZATION

Organization Type

Education agency
Local

Geographical Area

County

Primary Setting

High School

Funding

External Funding Source
Title I T-B
Mobile County Public School System (MCPSS)
Alabama Department of Rehabilitation Services (ADRS)
State Department of Education's Alabama Transition Initiative Leadership Academy

CONSUMERS

Target Population

Secondary education students
With disabilities

Disability Areas

All disabilities

NTA FRAMEWORK CATEGORIES

Student-Focused Planning and Development
Career Pathways and Contextual Learning
Business, Labor, and Community Resources

DESCRIPTION

Each year the MCPSS provides transition services for approximately 2,674 students with disabilities beginning at age 14 or younger when appropriate. These students attend 20 middle schools, 14 high schools, and 3 special schools. MCPSS contains 13 urban, 15 suburban, and 6 rural schools, 10 of which are located in inner city areas. The special schools include Evans Special School, Regional School for the Deaf

and Blind and the Continuous Learning Center, an alternative school.

The school system's goal is to establish a systematic process to transition youth with disabilities from school to work and adult life. Success in providing transition services depends on the Individualized Education Plan (IEP) process. Students are taught self-determination/self-advocacy skills that encourage their meaningful participation in IEP meetings. Parents are invited to all training sessions provided by MCPSS's Department of Special Education, and parent-specific training sessions are offered annually.

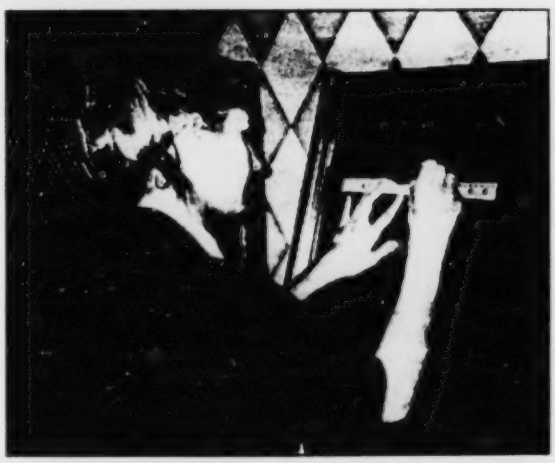
Students have several options concerning instruction and programs. They may choose to pursue an advanced education diploma, a general education diploma, an occupational diploma, or a certificate of education. The content and standards required to earn an advanced, a general, or an occupational diploma are determined by the Alabama State Department of Education. A student may earn a certificate of education by completing the requirements of his/her IEP. Every effort is made to provide appropriate special education supports and services for each student in his/her least restrictive environment. Teachers are trained to use a variety of textbooks and materials to teach the curriculum and IEP objectives. Additional materials are available through the school system's Special Education Instructional Support Center and the Curriculum and Instruction Media Center.

To prevent dependency and to promote full community participation of students with disabilities, systematic procedures for Community-Based Instruction (CBI) and the Work Instruction Program (WIP) were developed. CBI and WIP enable teachers to teach skills needed to function in the community in a natural environment.

The WIP and the school-to-work preparation requirements of the occupational diploma curriculum provide a bridge between the classroom environment and the larger workplace environment. Thus, students have the opportunity to experience school-based work assessment, community-based work training, and paid employment before graduation. Many students participate in Career/Technical education courses as part of their career preparation.

A variety of tasks must be completed by system personnel to provide appropriate transition services. New job descriptions, which replaced many traditional duties, were developed. A transition coordinator, transition teachers, transition assistants, and transition job coaches now share responsibility for the tasks. Appropriate training is provided for each.

Close cooperation between students, family members, special education staff, career/technical education staff, rehabilitation services staff, agency representatives, business leaders and community leaders is important to providing successful transition services. Opportunities for collaboration occur during individual contacts, community training activities, Community Transition Team activities, recognition programs, and IEP meetings. This cooperation has resulted in an increase in the number of students employed before graduation from 25 stu-



dents in 1990 to 227 students in 1999

EVIDENCE OF SUCCESS

- Close cooperation between students, family members, special education staff, career technical education staff, rehabilitation services staff, agency representatives, business leaders and community leaders has resulted in an increase in the number of students employed before graduation from 25 students in 1990 to 227 students in 1999 (with an average of 250 seniors each year).
- Several teachers have implemented a "Self-Advocacy Strategy Checklist" in which students rate the appropriateness of "I PLAN" and "SHARE" behaviors on a scale of 1 to 5, with 1 indicating the least appropriate behavior and 5 as the most appropriate behavior. Using the "Self-Advocacy Strategy Checklist," 5 teachers rated 75 students following the students' spring IEP meetings. Fifty students were taught to use the "I PLAN" and "SHARE" behavior strategies while 25 students did not. The scores were obtained by averaging the totals for each area.
  - Students who received training consistently scored higher than students who did not receive training. The areas of greatest discrepancies concerned:
    - Making an inventory of personal skills and interest (3.4 for those with training and 1.2 for those without);
    - Engaging in eye contact during the conferences (4.3 vs. 2.3); and
    - Sharing information obtained from personal inventories (3.2 vs. 1.5).
  - Areas of least discrepancies concerned:
    - Sitting up straight (4.3 vs. 3.4); and
    - Maintaining a pleasant tone of voice during the IEP meeting (4.5 vs. 3.7).
- Job coaches assisted 172 students in obtaining competitive employment; an average of 28.7 students per job coach.
- Each year the students, parents, business supervisors and employees, principals, facilitators, CBWI teachers, and special education teachers not working in the Work Instruction Program (WIP) are asked to complete questionnaires. Using this information, the WIP teachers develop an action plan to guide the program the following year. The following is a summary of the results of the questionnaires:
  - In the 1995-96, 1997-98, and 1998-99 school years, employers were given questionnaires to evaluate the Community-Based Work Instruction Program implemented in their businesses. The results are as follows:
    - "How well did the Community-Based Work Instruction program work at your place of business?"
      - 41.8% said "excellent" and 46.8% said "good."
    - "How would you rate the changes in the ability of the students to perform the job tasks?"
      - 38% said "very positive changes" and 50.6% said "positive changes."
    - "To what extent did the students demonstrate appropriate work attitudes?"
      - 55.7% said "always" and 29.1% said "usually."
    - "To what extent did the students demonstrate appropriate work-related behaviors?"
      - 58.2% said "always" and 30.3% said "usually."
    - "Would you consider being involved in the program again?"
      - 91.1% stated "yes."
  - Teachers, students, principals, parents, and facilitators were surveyed about their satisfaction with the Mobile Transition Initiative program. A majority of the respondents stated that the program met their expectations and

believed that positive changes were occurring in the students' work attitudes, work-related behaviors, and classroom behaviors. Also, a majority thought that the program was teaching participants work-related skills that will help them perform on the job in the future.

SUCCESS STORY

"K" is a Theodore High School graduate of the class of 1997. "K" attended THS for four years and during that time participated in a functional curriculum program designed to prepare students for the workplace. "K" also participated in the school-based work training program, which is the first step in preparation for work experiences in the community. He learned skills such as following directions, being on time to assigned area, completing a task, and being dependable. In his junior year, "K" went to work in the community through the community-based work training program. It was during this experience in a hotel environment that "K" became interested in banquet set-up and service. He completed each job assignment with high marks and praise from his supervisors. These positive experiences helped "K" realize that he could be successful in the workplace and gave him the confidence to pursue a career in the hotel business. Upon graduation, he secured employment with a major hotel in the banquet area and has become a valued employee. "K" was awarded Employee of the Month during his first year with the hotel and in his second year was honored as Employee of the Year.

PROJECT BRIDGE

Sioux City, Iowa

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MISSION

Project Bridge provides services to students with disabilities who without these services will fall through the cracks in education and adult service programs.

Project Bridge engages students to participate in activities designed to ease transition to adult living and working, ensures their employment in integrated work settings, and increases skill development in their chosen career to result in continuous employment. Students have the opportunity to learn independent living and social skills necessary to live and learn at individual ability with natural and public supports.

ORGANIZATION

Organization Type

Education Agency
State
Local
School
Rehabilitation Agency
State
Local

Geographical Area

County

Primary Setting

Community-based training site
High school
Resource room
Self-contained class in public school
Competitive employment worksite

Funding

External funding source
Department of Education, Division of Vocational Rehabilitation Services - Title 1

CONSUMERS

Target Population

Youth who have dropped out of school
With disabilities
Postsecondary education students
With disabilities
Secondary education students
With disabilities
Community service providers
Parents
Business people or employer
Other youth
At-risk of dropping out

Disability Areas

All disabilities

NTA FRAMEWORK CATEGORIES

Student-Focused Planning and Development
Career Pathways and Contextual Learning
Structures and Policies

DESCRIPTION

Project Bridge is a sponsored effort between the Iowa Department of Education, Division of Vocational Rehabilitation Services, and Area Education Agency 12. The emphasis of Project Bridge is to provide services to students with disabilities that are not provided through the school or rehabilitation services. This is a new pattern of service, which offers to identify students who may be referred and benefit from rehabilitation services. It provides functional vocational assessments to identify individual strengths and weaknesses; career exploration through a variety of interest inventories and computerized career options; job shadowing and other school-to-work initiatives; as well as assessments on reasonable job matches, skills needed to perform the job and observations of individual abilities to acquire skills.

Youth are linked up with other service providers in the community that enhance job opportunities in the same or adjoining communities. Job site mentors are assigned to youth to provide natural supports as well as teaching the written and unwritten policies of the worksites. Remedial services are offered to students within academic areas related to job of choice. Soft skills related to sustaining living and work in the community are provided in a teaching atmosphere, preferably in a real living or work setting.

These services are provided to 24 schools in six counties within the state of Iowa. The response to Project Bridge since its inception in January 1998 has increased from 25 students to 100 students.

EVIDENCE OF SUCCESS

- Nineteen of the 22 students eligible for employment were placed in employment; 6 in part-time jobs and 13 in full-time jobs.
- Ten parents and 12 students responded to a satisfaction questionnaire. The results are as follows:
  - Eighteen responded "yes" and four responded "no" when asked, "Are you satisfied with the services received through Project Bridge?"
  - Seventeen stated that they felt they could talk to someone in Project Bridge if they were dissatisfied. Three responded "no."
  - Eighteen respondents said that Project Bridge will help the student meet his/her goals after high school. Four responded "no."

SUCCESS STORY

"R" attended school in a small rural town. As for many students with a learning disability, the classroom was not where he excelled most. Classes were difficult, and there was a question as to how he would succeed in the "real world." However, he had the basic tools to become a great employee. "R" is a good worker, is kind to everyone, tries as hard as he can, and has a positive attitude. During his time in high school he job shadowed at several businesses. These were all good experiences; however, for some reason or another they did not work into a full-time position. Then "R" applied at a nursing and rehabilitation center over a year ago and to this day he is still employed there.

"R" works in the laundry room, washing, drying, and folding at least nine (huge!) loads of clothes five days a week or more. The feeling of bringing in his own income is very important to him. Since he started the job, he has received benefits, earned a 50-cent raise, and his duties have increased to doing some janitorial work, which he also enjoys. On the side, he chops and sells his own firewood. He also wanted me to get the word out that he is available to help anyone looking to move to a new house for 40 dollars a truckload.

"R" hasn't come all this way by himself. He

has supportive parents and a supervisor who has been very generous. Project Bridge has also been a good support for "R." We have seen him grow and develop life skills that will be forever useful.

PROJECT EXCEL

Springfield, Massachusetts

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MISSION

The Office of Disability Services strives to achieve equal educational and program opportunities and full participation within the college community for persons with disabilities.

The Office works in a proactive manner within the college to identify and remove physical, programmatic and attitudinal barriers and maintains an ongoing review to ensure that new barriers are not erected. To this end, the Office seeks to implement the college's commitment to excellence in education in a barrier-free environment.

ORGANIZATION

Organization Type

Community college or two-year college

Geographical Area

Urban area

Primary Setting

Community college

Funding

External funding source
Other
United States Department of Education
National Institute on Postsecondary Education Libraries and Lifelong Learning PR Award #R309F60067

CONSUMERS

Target Population

Adults with disabilities
Postsecondary education students
With disabilities
Teachers or faculty
Postsecondary education
Business people or employer

Disability Areas

Deaf, Hearing impairment, Orthopedic impairment, Multi-disabled, Severe emotional disturbance/emotional disability/behavior disorder, Specific learning disability, Visual impairment, Autism, Traumatic brain injury, Epilepsy

NTA FRAMEWORK CATEGORIES

Career Pathways and Contextual Learning
Structures and Policies

DESCRIPTION

College students with disabilities at Springfield (MA) Technical Community College who were career undecided were given the opportunity to participate in a three-year project funded by the

United States Department of Education, Post Secondary Institute on Lifelong Learning. In the first year of the project, 50 students who identified as having a disability were surveyed to assess their knowledge of the abilities and skills necessary to fulfill their vocational goals, and were asked to identify any obstacles to employment they felt they would encounter in reaching these goals. Intensive career and job placement guidance and support were provided to these students over three years. The project has been successful in the areas of retention, job placement, and participation in volunteer, internship, cooperative education and work study placements to enhance career development.

Unique to this project is the use of a holistic delivery mechanism where specially trained faculty and counselors work cooperatively to deliver, not only traditional advising and instructional activities but also adaptive academic support, career planning and job placement as an educational team. Additionally, a faculty/staff development program, including workshops on uses of adaptive technologies for the workplace, metacognitive strategies, and ADA workshops on the rights of students with disabilities and college services, took place. The project then surveyed both faculty and staff to assess any changes in attitudes and practices of those participating relative to the project's intended goals of successful career development.

A key feature of the project was the use and promotion of adaptive equipment to enhance the learning and employability of persons with disabilities. In order to sensitize employers to the capability enhancement that can result from reasonable accommodations for workers with disabilities, a video was developed as a job-placement facilitation tool and won national acclaim.

Finding effective career planning tools that can accommodate the unique needs of students with disabilities in higher education is not easy. Project EXCEL staff have proven that effective and comprehensive career planning and identification of experiential work experiences can increase the employability of graduates with disabilities. As the population of students with disabilities continues to rise on college campuses across the country, career guidance personnel need to be aware of their unique needs and how to address them efficiently and cost effectively.

EVIDENCE OF SUCCESS

- Seventy-two percent of first-year EXCEL participants were retained throughout the three-year period while only 52% of the first-year nonparticipants (control group) were retained.
- By 1999, 34% (N=17) of the Year One participants had graduated from STCC, 6 of whom were also continuing their education. Thirty-eight percent were still enrolled.
- Sixty-six percent of the second-year EXCEL participants were retained while only 43% of the second-year nonparticipants were retained.
- For Year One students, 52% (N=26) of the EXCEL students were working, 15 students in full-time positions and 11 in part-time positions. Only 22% (N=11) of the control group students had jobs; 8 students working full-time and three students working part-time.
- Students who had more contact with the development coordinator were more likely to be employed (Pearson's R=.259, p=.069), and students who had more contact with the career counselor were more likely to be employed (Pearson's R=.266, p=.062).
- In a student follow-up survey of satisfaction of services, students were asked to give satisfaction ratings on a 4-point scale with 1 as the lowest satisfaction rating and

4 as the highest for those services they had used. The results are as follows:

- One-on-one career counseling with the student/staff development coordinator received a mean rating of 3.86. Twenty-eight of the 35 respondents indicated receiving this counseling.
- "Help choosing which classes to take" and "workbook exercises from Narrowing Down the World of Work" had means of 3.78 and 3.75, respectively.
- "Informational interviews with individuals working in your chosen career fields" (mean= 3.12)
- "Use of Cooperative Education Job Bank binders" (mean=3.80)
- "Use of the job bulletin board in the Adaptive Computer Lab" (mean=3.78)
- "Use of Quick Results in Your Job Search manual" (mean 3.75)
- "Referral to Future Works, state employment agency" (mean=3.18)
- "Computer tutoring" (mean=3.73)
- "Use of adaptive and assistive technology in the Adaptive Computer Lab" (mean=3.71)

- Compared to nonparticipants, first-year EXCEL students had higher mean grade point averages of 2.70 compared to nonparticipants' mean GPA's of 2.33 (F=3.043, p=.084)
  - Higher GPAs were positively correlated with the number of contacts students had with the development coordinator such that the students who had more contacts had higher GPAs (Pearson's R=.271, p=.057)
- Compared to a mean GPA of 2.04 of nonparticipants, second-year students had a mean GPA of 2.50 (F=2.237, p=.139). Using a significance level of .1, the grade point averages differences between EXCEL students and nonparticipants are not statistically significant. However, with another year in the program, the difference may become significant.
- Baseline information was collected anonymously from faculty relative to their current level of comfort, their beliefs and attitudes concerning career education and job referral of students with disabilities. Fifty-six percent of the full-time faculty members who attended meetings with Project EXCEL administrators returned the surveys. Using a Likert-scale inventory, the faculty were surveyed prior to involvement to establish the pre-grant climate attitudes on campus toward students with disabilities. A second attitudinal survey was conducted at the end of the second year of the study to determine any changes in beliefs or practices that arose from professional development activities conducted as part of the study. (Note: Respondents to the second survey did not necessarily respond to the first survey. Therefore, this study represents a time series analysis of the same general population with two somewhat different samples.) Of the 19 statements to which respondents were asked to agree or disagree, only 4 showed statistically significant differences between first year and second year. The results are as follows:
  - In the first year, 39.7% of faculty disagreed and 36.2% agreed with the statement that "services for students with disabilities are commonly known on the STCC campus." Only 7.1% of second-year respondents disagreed while 40.5% agreed (chi square=18.27, p=.001). However, most of the change was movement toward neutrality, not agreement. These results indicate that prior to educational training and workshops, a substantial proportion of faculty did not think services were commonly known, and now they are simply unsure whether the services are known or not.
  - In the first year, 14.1% of the faculty disagreed with the statement, "many stu-

dents with disabilities are enrolled in unrealistic career track programs." In the second year, 47.3% of the faculty disagree with the statement (chi square=17.06, p=.002). This may indicate that faculty members are beginning to believe that perhaps most career tracks are not unrealistic for students with disabilities.

- In the first year, 20.7% of the faculty strongly disagreed with the statement, "faculty are knowledgeable about issues that relate to disability." Of second-year respondents, only 2.5% strongly disagreed. Again, the primary shift was toward neutrality, but with continued exposure to professional development activities, the attitudes could shift to agreement.
- Eighty-three percent of first-year respondents agreed (47% of those strongly agreed) with the statement that "a potential employer should have the right to ask questions about the applicants' disabilities and how they will affect their job performance." Sixty-eight percent (26% strongly agreed) of second-year respondents agreed with the statement. These numbers are still high, but there was a movement away from the extreme position. All presentations by EXCEL staff referred to the illegal nature of asking questions regarding a student's disability.
- An attendance scale (number of professional development activities faculty attended) was cross-tabulated with the statements in the surveys and found two statistically significant correlations.
  - The more sessions respondents attended, the more likely they were to disagree with the statement "employees with disabilities require more time of their supervisors than employees who are not disabled" (Pearson's R=-.44, p=.006).
  - The more sessions attended, the more likely respondents were to agree with the statement "it is reasonable to require an employer to have a height-adjustable desk for an employee who uses a wheelchair" (Pearson's R=.29, p=.081)
  - In response to the directions to indicate "the number of students with disabilities [they] have referred to employers," 52.4% (N=20) of first-year respondents had referred students with disabilities to employers compared to 58.6% of second-year respondents. Given the low numbers of faculty respondents, these differences are not statistically significant.
  - The number of students with disabilities referred to employers was cross-tabulated with the number of educational sessions faculty members attended. While one might assume that faculty members who attended more sessions might refer more students with disabilities to employers, no significant correlation resulted.
- Overall, significant measurable changes in faculty attitudes were not found in the study. However, there was a move from negativity to neutrality on many of the items measured. This leads the researchers to believe that there might be continued movement over a more extended period of time. It is more likely that gradual changes will occur more because of increased awareness, experiences with students with disabilities and a collaborative team effort between faculty and staff.

SUCCESS STORY

Year-One Participants

"L" was a General Studies transfer student who was referred to our office by her advisor. "L"

had a long history of manic depressive illness, having spent a several years in residential care before returning to complete public high school. She also has had multiple psychiatric hospitalizations that included suicide attempts and is taking medications for her psychiatric disorder. She was diagnosed with Chronic Demyelinating Polyneuropathy while in college.

Her work history consisted of employment as a deli clerk at a food store. Frequently during her work with the development counselor, she worked on issues that arose with her supervisor, her co-workers, and customers. She reports not having had vocational guidance while in high school and little career focus. "I know I want to work with troubled kids." Supportive counseling was essential in helping her to maintain the job as a deli clerk while she completed her studies.

Services from the project began in February 1997 with one-on-one career counseling (bi-weekly meetings) and "L" continues to receive services even after graduation. "L" also received support from an adaptive lab technician, academic accommodations, tutors, and the project's job developer. She was an active participant in the project. After in-depth career exploration, "L" decided to pursue a human service track with a goal of becoming a teacher. She actively began looking for work shortly before graduation in May 1998, with the project assisting her with her interviewing skills and providing her with resume writing training. She continued to receive job counseling and support after graduation. "L" received her first offer of employment in July 1998. She accepted a position as a full-time residential staff person at a local human service agency that paid $8.27/hour. She remains there almost two years later and has received annual pay increases. "L" has also acquired certifications through the agency to further enhance her resume. She has had no recurrent hospitalizations in almost 3.5 years.

Case Two

"M" is a single mother of a 7-year-old girl who came to school after leaving the military. She had been working at United Parcel Service as a truck driver but had sustained an injury that left her unable to continue at that job. She was separated from her job with UPS and received a workers' compensation package. She came to school in 1995 through the Division of Continuing Education with no career direction. In the military she had served four years in the health field as a medical corpsman. Before entering the Army, she attended a four-year school but was an undeclared major and withdrew after the first year due to poor grades.

As part of the project, "M" participated in extensive career counseling that included job shadowing and interviewing with several people in health-related occupations. After determining that she enjoyed intellectual challenges, including a strong interest in the sciences, and had a sincere interest in working with people, it became clear that she would enjoy a career in a health-related occupation. She also ascertained that she needed to get a degree within three years, due to financial concerns for caring for her daughter. She was sustaining herself and her daughter on child support payments and through financial support from her family. While she would have liked to continue her education, she needed to be marketable by 1999. Since she had prior work experience in a hospital setting, a career in the medical field best suited her needs.

In order to learn more about her potential career path, "M" did numerous interviews with practitioners in the field and on campus. She also utilized the information in the project's Career Center for labor market info, educational requirements, etc. After reviewing the information from the interviews and the research

books, she chose to enter the Respiratory Care program. While enrolled in the program, she started clinical affiliations the first semester and after the second semester, she put together a resume and sought employment as a respiratory technician. In July 1998, she began working per diem locally with a wage of $13.54 per hour. She has maintained that position through her final year in the program and accepted a full-time position as a respiratory therapist in July 1999. Later in 1999, she successfully passed the licensing exam for her national boards. Her annual salary is $31,748/year.

Case Three

"S" entered STCC in Fall 1997 determined to quickly make some career choices and finish his education in two years. He had been a small-business operator for the last 20 years and was returning to education after more than 20 years. He was also the single parent of two school-aged children. He had a severe learning disability, which showed itself primarily in reading. To succeed, he would need his books to be read to him or to avail himself of assistive technology. He would also need content tutoring to get through his classes.

Working quickly, "S" chose to enter the Mechanical Technology program in the fall semester. Taking a minimum of 18 credit hours per semester, "S" graduated from the program in May 1999 with honors. Because of the intensity of his coursework, "S" was unable to work while in school. In his final semester, he continued working with the project's staff on his resume and interview skills. He often role-played practice interviews with the staff and organized his job search with their assistance. "S" easily got interviews from the resumes that he sent out in response to job leads, but was unsuccessful at landing a job. Project staff identified some issues in his nonverbal communication during interviews and suggested alternative ways to answer questions. At first, "S" was reluctant to make changes. His difficulty was in understanding the implementation of the suggestions. With much support, "S" did incorporate some of the suggestions into his demeanor.

At times, "S's" job search was frustrating, as he had not envisioned being out of work for two months following graduation. He worked with the staff to expand his job search to the southern states and the U.S. government. After a successful job interview in Maryland, "S" accepted a position with a southern home remodeling company as a designer at a self-reported salary of $40,000/year. "S" began his new job in September 1999.

PRODUCTS

A comprehensive career development program for meeting the needs of students with disabilities in the classroom • Kozuch, K. • *American College Personnel Association Commission for Career Development Newsletter, 1, 6* • (1998)

Students with disabilities in the classroom: A resource guide for faculty and staff • Kozuch, K. • (1998)

Narrowing down the world of work • Kerner, T., & Kucinski, C. • (1997)

Quick results in your job search • Kerner, T. • (1998)

ACCESSing Ability (film) • Kerner T., & Moriarty, M. • (1997)

PROJECT SEARCH

Cincinnati, Ohio

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MISSION

Project Search provides services that match employment opportunities with qualified people who have significant disabilities. Through this process this project will educate employers about the potential of this underutilized workforce while meeting their human resource needs.

ORGANIZATION

Organization Type

Education Agency
School
Rehabilitation Agency
Local
Other
Hospital

Geographical Area

County

Primary Setting

Medical clinic
Community-based training site
Hospital setting
Trade school or proprietary institution
Competitive employment worksite
Supported employment worksite

Funding

Other
Minimal support from city of Cincinnati and a local grant from County Department of Human Services
Majority of funding from collaborating partners and program generated revenue

CONSUMERS

Target Population

Adults with disabilities
Youth who have dropped out of school
With disabilities
Without disabilities-at risk
Postsecondary education students
With disabilities
Without disabilities
Secondary education students
With disabilities
Business people or employer

Disability Areas

All disabilities

NTA FRAMEWORK CATEGORIES

Career Pathways and Contextual Learning
Business, Labor, and Community Resources

DESCRIPTION

Nationwide, many healthcare positions remain unfilled due to the tight labor market, while the unemployment rate for people with disabilities who desire to work is 67%. Since 30% of the healthcare positions fall into the support category, programs such as Project SEARCH can train individuals with disabilities to fill these positions, thus helping employers fill this void and provide meaningful work for people who want to work.

Project SEARCH began in 1996 as a collaborative effort between education, rehabilitation organizations, and the healthcare community in Cincinnati providing education and employment opportunities in the healthcare field for individuals with disabilities or significant barriers to employment. Through Project SEARCH, participants can develop their work skills as they explore a variety of positions in the hospital setting. Those who successfully complete the program can apply for entry-level hospital positions and become competitively employed in a position that matches their interests and skills. The comprehensive programs of Project SEARCH include:

- High School Transition Program
- Healthcare Skills Training Program
- Employment Program
- Consultation Service

High School Transition Program

The High School Transition Program, a one-year program for students with disabilities who are in their last year of high school, targets students whose main goal is employment and will benefit from career exploration in the healthcare setting.

Working for credits rather than wages, students in this program spend the school day at Children's Hospital Medical Center (CHMC) and rotate through three to four positions throughout the school year. Worksite rotations allow participants to build communication skills, problem-solving skills, as well as job-related skills. Students work with a certified instructor and job coaches who provide one-on-one supervision and support as they perform their individualized work experiences. This program allows students to take risks in a protective environment in order to build confidence and self-esteem.

In order to be eligible for the program, students must be at least 18 years-old and demonstrate a desire to work. They must also demonstrate social and communication skills, including the ability to follow directions; have independent toileting and feeding skills; and meet dress code requirements. Students must also be able to pass the drug screen and felony check and have the required immunizations. Finally, students must carry additional liability insurance.

Healthcare Skills Training Program

The Healthcare Skills Training Program provides training and job development services for people with significant barriers to employment. The program focuses on creating successful healthcare skill acquisition for individuals transitioning from welfare to work. The program also serves adults with disabilities seeking healthcare employment.

The sequence of activities is as follows: 1) a pre-screening which includes drug testing, a criminal background check, physical exam and immunizations; 2) job shadowing; 3) participating in a healthcare core competency curriculum; 4) customized training in a specific healthcare module; 5) a clinical rotation; 6) certification/demonstration of proficiency; 7) job placement; 8) on-the-job support; and 9) job retention.

Employment Program

Project SEARCH provides an employment program for individuals with a wide variety of skills and barriers to employment. Since its inception, we have increased the employment of individuals with disabilities in healthcare positions. Serving as a single point of entry, Project SEARCH coordinates school and community service agency requests with employment opportunities at CHMC. Project staff identifies current positions available, analyzes the jobs, researches the possibility of job clusters, and coordinates the process of matching available jobs and potential candidates for the positions.

Consultation Services

Through the consultation services component of Project SEARCH, staff provides vocational and career counseling to hospital patients with chronic illnesses, traumatic injuries, rehabilitation issues, and a wide-variety of disabilities. Staff also provides referrals to various rehabilitation programs and generates a plan that addresses patients' vocational, educational, training, and employment goals. These services include: accommodations and adaptations, replication of specific employment and training program components, presentations and tours of current program components, vocational and career counseling with CHMC patients who have chronic illnesses and rehabilitation issues.

EVIDENCE OF SUCCESS

- Eighty-five percent of students were placed in jobs in the community (in healthcare) for the first two years of the program.
- Eighty-six percent of the students retained the job for the first two years of the program.
- One hundred percent of the students (N=22) were linked to extended follow-along services such as MRDD and DVR.
- Ninety percent of the students in special education at the high school level obtain entrance information for a selected college. Twenty-five percent of the students attend a postsecondary college after graduation.
- One hundred percent received travel training.
- Twenty-five percent of students were linked to residential services such as transitional housing, LADD program, and housing, ranging from group settings, individual and community housing.

PRODUCTS

Project SEARCH • Brochure

Inclusion Network • Children's Hospital video

SUMMER TRANSITION PROGRAM

Baltimore, Maryland

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MISSION

The mission of the Division of Rehabilitation Services (DORS) is to provide leadership and support in promoting employment, economic self-sufficiency, and independence of individuals with disabilities.

The purpose of this Summer Transition Program is to provide high school students who are blind or visually impaired the opportunity to make a successful transition from high school to college, experience and learn the skills necessary to live independently, and explore careers through a paid work experience.

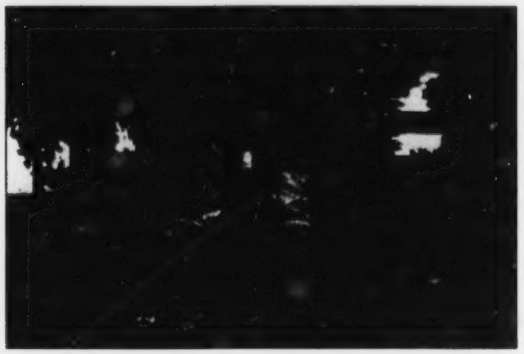
ORGANIZATION

Organization Type

Community College or two-year college
Education Agency
State
School
Rehabilitation Agency
State
Other
Community Rehabilitation Program - Vocational Services Program/Sinai Hospital

Geographical Area

State or commonwealth



Primary Setting

Community-based training site
Independent living facility
Hospital setting
Community college (two-year college)

Funding

No special external funding source

CONSUMERS

Target Population

Secondary education students
With disabilities

Disability Areas

All disabilities

NTA FRAMEWORK CATEGORIES

Student-Focused Planning and Development
Business, Labor, and Community Resources

DESCRIPTION

The Division of Rehabilitation Services (DORS), in a collaborative effort with the Maryland School for the Blind and Essex

Community College, developed a summer transition program for students who are blind or visually impaired and are entering their senior year. It is a six-week program with services provided by the Community Living Skills Training (CLST) unit of the Maryland Rehabilitation Center (MRC), the Essex Community College (ECC) and the Vocational Service Program (VSP).

MARYLAND REHABILITATION CENTER RESOURCES

The Community Living Skills Training (CLST) Program assists students in learning independent living skills and developing attitudes needed to function as self-reliant adults. CLST consists of community-based activities with transitional living arrangements, including housing for students during the six-week summer transition program. Students also take part in independent living skills training provided by staff in the Services for the Blind and Visually Impaired Program at MRC. This includes evaluation and training in braille, orientation and mobility, cooking, cleaning, laundering, time management, and other skills. Vocational evaluation and career exploration services are also provided by MRC.

The Rehabilitation Technology Services Program at MRC evaluates students to determine what equipment may be necessary to meet the demands of college. This includes instruction on computers using speech systems and large-print enhancement, the use of computer systems for note-taking, reading printed materials with Closed Circuit TVs (CCTV) and handheld magnifiers, and how to create braille and large-print documents on the computer.

MARYLAND SCHOOL FOR THE BLIND (MSB) RESOURCES

The MSB is responsible for providing low-vision evaluation, audiological testing, educational staff, material, CCTVs, braillers, modification of printed materials in braille or large print and transportation from MRC to Essex Community College and return.

ESSEX COMMUNITY COLLEGE RESOURCES

ECC provides a four-week college experience program on its campus where students participate in programs designed to simulate college classes, receive instruction in note-taking and study skills, negotiate a college cafeteria, and utilize a college library and career counseling center. Students also have the opportunity to participate in actual college classes and tour nearby four-year college campuses. A wide array of guest speakers are utilized to present information about college life. Students work closely with the Office of Special Student Services to understand its role in enabling the student to achieve a successful college experience. The instructional test for the program is available in braille, tape and large print.

VOCATIONAL SERVICES PROGRAM

VSP provides students with the opportunity to explore different jobs while earning a salary. Onsite supervision is provided at each worksite by VSP staff trained to work with individuals who are blind or visually impaired.

EVIDENCE OF SUCCESS

- One hundred percent of participants have increased their independent living skills, which include grooming and hygiene, laundry, cooking, budgeting, and other household tasks, as they demonstrate these skills to staff members who document completion on the individual plans.
- All 25 students participated in the college experience and received exposure to college life and expectations. As of September 1999, 19 of the 25 students served were candidates for college. Seventeen of the 19 (89%) are attending two- or four-year colleges.

- Of the six students participating in 1999, all participated in community-based career exploration/paid work experiences with the purpose of allowing students to gain experience and explore careers in which they have interest and plan to pursue as college majors.

SUCCESS STORY

When "M" arrived at the MRC, she literally clung to her mother, unable take a step forward independently. Blind from birth, "M" lacked even the most basic mobility skills; impeded by her fears, she relied solely on sighted guides. Her sheltered upbringing had fostered in "M" a dependence upon her parents for the simplest of personal tasks, such as fixing her hair and selecting which clothes to wear. A lovely young woman, "M" had no sense of her physical image; she could not tell what color her hair was and could not imagine how her facial features might appear to others. Although motivated to live independently and to attend college, she lacked the skills necessary to perform essential homemaking tasks, to study efficiently, and to advocate for herself. She was unversed in the most basic of technological skills, skills that would be critical to her success in the university and in the competitive marketplace.

As a summer transition program student, "M" took part in a wide array of training modules tailored to meet her independent living needs. She worked with rehabilitation technologists, who assessed her daily living and university communications requirements, developed the best technology package available, and provided fundamental training in its usage. Specialists in Services for the Blind and Visually Impaired evaluated "M's" orientation, mobility, and daily living abilities and provided essential skills development and practice in using public transportation, cane travel, basic sewing, identifying clothing, doing hair, and applying makeup. Her Career Development class enabled "M" to access a variety of career reference texts and databases in order to gather information and make informed choices of career and college major. The Essex Community College Program for Transitioning Students helped "M" develop the study and research skills essential for college success.

Today, "M" is a full-time student in her junior year at Salisbury State University, where she majors in social work. "M" resides independently in the dormitory and makes her way freely around the campus using cane travel. She enjoys an active social life and takes pleasure in cooking dinner with friends. "M" has achieved an overall grade point average of 3.3, with an average of 3.4 in her major. She has completed the application process for her senior year internship. Currently, she serves as a mentor for other summer transition project students who meet with her to experience a day in the life of a college student. "M" will spend the summer before her senior year working as a secretary for the Department of Parks and Recreation. She looks forward to graduation in the spring of 2001 and has already applied for advanced standing in graduate studies. Upon obtainment of her graduate degree, "M" plans to become employed as a high school social worker.

SUPERMARKET/RETAIL PROGRAM

Denville, New Jersey

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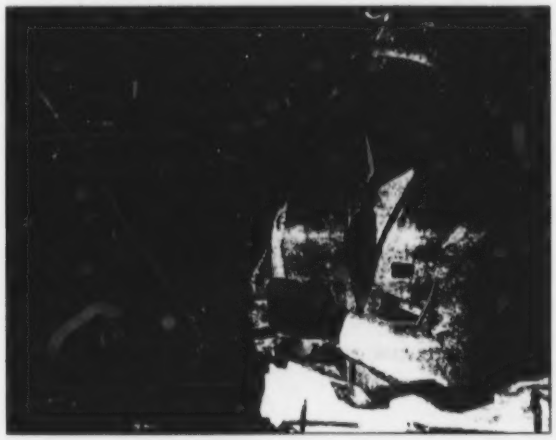


MISSION

The mission of Morris County School of Technology (MCST) is to provide programs that offer students the opportunity to acquire knowledge, skills, and insights that enable them to make appropriate choices regarding their future and to develop personal and professional options for an evolving technical society.

MCST participates and supports the Morris County Partnership for Transition. The mission statement of the partnership is to empower young people with disabilities to move from school to adult roles of responsible citizenship and to maximize employment potential, independence, and integration into society through consumer, parent, professional, and interagency collaboration.

ORGANIZATION

Organization Type

Education Agency
School

Geographical Area

County

Primary Setting

High School (vocational/technical)

Funding

No special external funding source

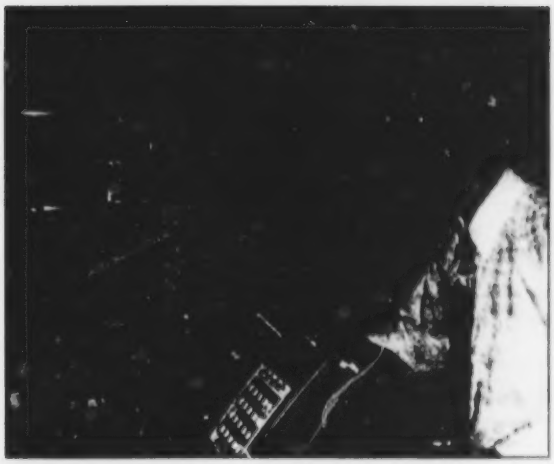
CONSUMERS

Target Population

Secondary education students
Community service providers
Parents
Business people or employer
Teacher or trainer

Disability Areas

Mental retardation (Mild, Moderate), Multi-disabled (more than two), Severe emotional disturbance/emotional disability/behavior disorder, Specific learning disability, Speech impairment, Visual impairment, Autism, Traumatic brain injury, Epilepsy



Students rotate or sample jobs in the dairy, front-end, produce, frozen, and grocery departments. The instructor and job coach supervise students. An internship program provides second-year students work in the dairy, produce, bakery, or front-end departments. Students are supervised by the employer and job coach. Upon completion of the internship program, the CIE work-study coordinator assists students in obtaining part-time paid positions under the school's cooperative education program. Many students remain in these paid positions upon graduation.

NTA FRAMEWORK CATEGORIES

Career Pathways and Contextual Learning
Business, Labor, and Community Resources

DESCRIPTION

MCST offers all students a variety of work-based learning activities. A work-based learning (WBL) experience is any activity that connects what the students learn in the classroom to the world of work. Each year the Supermarket/Retail Program incorporates all the aspects of WBL into its program. Students with disabilities are provided with school-to-work activities that progress from job shadowing visitation to job sampling, an internship program, a CIE part-time work-study program, and job placement upon graduation.

School personnel work together as a team. The job coach has primary responsibility for the successful transition from school to the worksite. The job coach along with the instructor plan job shadowing visits to local employers such as visits to the RLB Produce Distribution Center in West Caldwell, Shop-Rite stores, and various retail establishments. Job sampling is done each November at the local A&P food store. During the three days before Thanksgiving, the entire supermarket/retail class works at the A&P.

EVIDENCE OF SUCCESS

- Follow-up information on graduates and postsecondary activities includes:
  - 1991: 4 graduates (100% graduating); 100% employed; zero continuing education;
  - 1992: 21 graduates (100% graduating); 71% employed; 19% continuing education;
  - 1993: 7 graduates (100% graduating); 14% employed; 72% continuing education;
  - 1994: 19 graduates (100% graduating); 68% employed; 26% continuing education;
  - 1995: 11 graduates (100% graduating); 27% employed; 46% continuing education;
  - 1996: 13 graduates (100% graduating); 54% employed; 38% continuing education;
  - 1997: seven graduates (100% graduating); 85% employed; 15% continuing education; and
  - 1998: 13 graduates (100% graduating); 85% employed; eight percent continuing education.
- Regarding the number of students who have participated in DECA competitions and the number of awards received, the

breakdown is as follows:

- 1996: 11 competed; 5 won awards or recognition;
- 1997: 26 competed; 6 won awards or recognition; and
- 1998: 19 competed; 9 won awards or recognition.

- Since implementing the work-based learning program in 1992, the program has partnered with at least six employers each year. However, it tries to incorporate new employers, adding two or three new businesses each year.

SUCCESS STORY

"W" has been a student in the Supermarket/Retail Careers Program at the Morris County School of Technology in Denville, New Jersey, for the past three years. While attending the program "W" participated in various job shadowing visitations and job sampling experiences.

During the second year of the program, "W" participated in a non-paid internship program at the A&P Supermarket as a produce clerk. While on the internship "W" demonstrated his skills in packing out produce items, rotating stock, assisting with inventory, and helping customers. Among "W's" many fine qualities is his willingness to always be of help.

Despite "W's" disabilities, including his physical disability of cerebral palsy, "W" has a total "give it all you got" attitude. This positive attitude is presently shown in his part-time cooperative education job at the Grand Union Supermarket where he is a customer service clerk. His employer has given "W" above-average marks in producing the required amount of work, maintaining an orderly work area, cooperating with supervisors, attendance and punctuality, and, especially, respectfulness towards customers.

In the classroom environment, "W" has always shown good effort and a willingness to learn everything he could. Within the school store, "W" has been one of the cashiers and often takes on the lead as a student manager.

Regarding extracurricular activities, "W" has been the treasurer of our Distributive Education Clubs of America (DECA). In the DECA competition, "W" scored first place in the written assessment of supermarket/retail information. "W" has also been very active outside the classroom. For the past two years he has volunteered with our "Spaghetti for Eddie" fundraiser for a young man with cystic fibrosis. This year "W" has been elected by the students of the entire school as treasurer of the student government.

In summary, "W" has approached his work with a tremendous energy and spirit and has shown the same spirit in overcoming his obstacles, moving forward and successfully achieving his transition from school to work.

PRODUCTS

Morris County School of Technology Course Category • FREE

Work-Based Learning Directory • FREE

Supermarket/Retail Class Proficiencies • FREE

Job Developer's Coalition Directory • FREE

Copies of Employer Agreements • FREE

Copies of Job Placement Reports • FREE

SUPPORTED EMPLOYMENT PROGRAM-SOUTH

Edgewater, Maryland

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MISSION

The Supported Program is based on the belief that programs for students with severe disabilities should be operated under a non-exclusion theory, where employment is the desired outcome for all students as they exit school. Transitioning for these students should begin building options and opportunities for independent and successful work and living needs at or about age 14, and continue until age 21 or completion of the educational program; and the individual needs of students are best met through the development of programs based on input from the student, parent/s, school personnel, and all relevant persons.

ORGANIZATION

Organization Type

Education Agency
Local

Geographical Area

County

Primary Setting

Community-based training site
Competitive employment worksite
Supported employment worksite

Funding

No special external funding source

CONSUMERS

Target Population

Secondary education students
With disabilities

Disability Areas

All disabilities

NTA FRAMEWORK CATEGORIES

Career Pathways and Contextual Learning
Business, Labor, and Community Resources

DESCRIPTION

The Supported Employment Program-South (SEP-S) is a partnership between Anne Arundel County Schools and the area business community. It provides a community-based work experience and employment training program for nearly 100 students with disabilities from seven secondary schools in the mid to south and western portions of the county. Those schools in alphabetical order are: Annapolis High, Arundel High, Broadneck High, Central Special Education School, Phoenix Annapolis, Southern High, and South River High.

Based on research showing that people with cognitive disabilities do not generalize well from simulations to real settings, the Supported Employment Program provides vocational training to the students from ages 14 to 21 years

in actual employment settings. This blended instruction takes place in area businesses through the cooperation of SEP-S's outstanding business partners.

Each student has a "job" in one of the three categories of work training experience: enclave (team), individual (training), or individual (placement).

Enclaves (Training Teams)
An enclave is a group of 3 to 5 students trained at a worksite under the supervision of a job trainer. The job trainer teaches and documents progress toward IEP (Individualized Education Plan) objectives through jobsite tasks. Students are transported to and from the jobsites by public school bus. They work each Tuesday, Wednesday, and Thursday that school is in session on a regular time schedule. They depart their home schools at 10:30 a.m. and return by 2:00 p.m. On the job time is approximately 11:00 a.m. to 1:30 p.m. This is non-paid work experience training. The FSLA (Fair Labor Standards Act) guidelines are met in that student training assignments are reviewed every 9 weeks, with most students working at one site for 18 weeks. Most students have the opportunity to sample various job tasks over several years in this phase of instruction.

Individual (Training)
This step is an intermediate move used only when a student needs more independence to prepare for individual job placement or when no position matching his/her abilities has been found. The student works individually (not with a team) at a job site. Initially, a job trainer works with students intensely and fades as the student learns the job. The overall objective is to reduce the amount of direct job trainer/coach supervision needed by the student. The trainee's independence builds as s/he learns the duties of the job and learns to depend on the staff and procedures of the business place (natural supports). Ideally, the worker would increase skills to be on his/her own with the job trainer making periodic visits to document progress toward objectives and train new skills.

Individual (Placement)
The goal is for the student to hold a paid position. Job coaching is at a high intensity level at the beginning fading when job skills are learned and natural supports are in place. Incentives such as tax credits and other programs encourage employers to hire workers with disabilities. During the spring of graduation year (for most students), provided funding is available, the job coaching is transitioned through DORS (Division of Rehabilitation Services of the Maryland State Department of Education) to the Adult Service Provider chosen by the student. This adult service provider will provide the continued job coaching services needed by the client in the long term. These services are funded by the Developmental Disabilities Administration of the Maryland Department of Health and Mental Hygiene.

EVIDENCE OF SUCCESS

- Graduate placement summary upon graduation:
  - 1992: 13 graduates - 10 private-sector positions; 3 sheltered employment with adult agencies
  - 1993: 9 graduates - 6 private-sector positions; 3 sheltered employment with adult agencies
  - 1994: 4 graduates - 3 private-sector positions; 1 sheltered employment with adult agencies
  - 1995: 11 graduates - 8 private-sector positions; 2 sheltered employment with adult agencies; 1 parent chose to keep graduate home
  - 1996: 5 graduates - 5 private-sector positions

- 1997: 6 graduates - 3 private-sector positions; 3 sheltered employment with adult agencies
- 1998: 12 graduates - 7 private-sector positions; 4 sheltered employment with adult agencies; 1 has not completed transition process
- 1999: 14 graduates - 9 private-sector positions; 4 sheltered employment with adult agencies; 1 assistive technology training/day program with adult agency

- Establishment of connections to adult agency supports upon graduation:
  - 1997: 5 out of 6 graduates were connected to an agency of their choice
  - 1998: 11 out of 12 graduates were connected
  - 1999: 11 out of 14 graduates were connected
- Number of students graduating with S.S.I.:
  - 1997/1998: 70%
  - 1998/1999: approximately 80%
  - 1999/2000: 100%
    - Twenty-seven out of 32 students are already receiving S.S.I.
    - Two students currently have applications in process with S.S.A.
    - One student was turned down due to disability determination
    - One student was turned down due to financial status
    - One student was already receiving survivors benefits from S.S.A.
- Over the years, the program has shown a dramatic increase in the numbers of students served starting with 23 students in the 1989/1990 school year and 104 students in the 1998/1999 school year, with a projection of 119 students in the 1999/2000 school year.

THE 18-21 TRANSITION PROGRAM

Boulder, Colorado

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MISSION

The 18-21 Transition Program provides individualized support, which allows students in special education to transition successfully from their role of high school students to their new role as adults in the community. The program provides support in any or all transition domains as requested by the student and family.

ORGANIZATION

Organization Type

Education Agency
School

Geographical Area

Urban Area

Primary Setting

Community

Funding

No special external funding source

CONSUMERS

Target Population

Secondary education students
With disabilities

Disability Areas

All disabilities

NTA FRAMEWORK CATEGORIES

Student-Focused Planning and Development
Career Pathways and Contextual Learning

DESCRIPTION

Any students between the ages of 18 and 21 eligible for special education services and who have finished their high school academic classes are eligible for the 18-21 Transition Program, as long as they have at least one goal in one of the transition domains.

The student and his/her family determine priorities and generate his/her own transition goals at an IEP review meeting. Programming is individualized, often in the range of 5 to 12 hours a week (and often more than that amount in indirect service). Usually one staff person works directly with one student. There is no classroom nor school; activities occur in the community, as they will when the student no longer has school support.

Since programming is developed individually for each student, there is no generic "program" that every student enters. Instead, students and their team identify needs and goals. Then program staff implement training experiences to help the student reach those goals. While job development, work experiences, job coaching and paid

employment support comprise a major component of the program, support is also available to investigate postsecondary education, locate recreation/leisure opportunities, develop independent living skills, connect to community resources, and develop social/interpersonal skills. Working collaboratively with adult service agencies is a significant aspect of the program.

Examples of programming include:

- job development, training and follow-along;
- training in work-related skills necessary for job retention;
- connecting with student support services at the community college;
- training in riding public bus routes from home to the recreation center or jobsite;
- practice in menu planning, grocery shopping and cooking with a small group held in the home of one of the students;
- connecting a student with an adult agency which will continue the job support after the student turns 21;
- working with a family to assist them in locating residential services for their child with behavioral difficulties;
- supporting students in learning the social skills involved in developing and maintaining friendships and participating in leisure activities;
- investigating local apartment availability and costs;
- understanding the legal responsibilities of signing a lease or loan agreement;
- developing the skills to establish and maintain a checking account; and
- practicing the organizational skills needed to keep a weekly schedule of appointments.

The program serves students referred from any of the six towns and nine high schools in the district. Services are provided in the students' own community.

EVIDENCE OF SUCCESS

Transition Outcomes for the First Eight Students Completing the 18-21 Transition Program

- **Independent Living:**
  Six requested support in this domain; 6 received support; 5 achieved their targeted goals; 4 became independent in utilizing public transportation; 5 participated in daily living skills training; 2 developed a personal budget or money-management system; and 1 lived in his/her own apartment.
- **Career/Vocational Domain:**
  Seven requested support in this domain; 7 received support; 7 achieved their targeted goals; 5 participated in career exploration job visits; 4 participated in on-the-job-training; 6 participated in post-secondary training; 4 received job coaching and job follow-along; 6 worked in paid employment; and 7 were in paid employment the year after they completed the program.
- **Recreation and Leisure:**
  Three requested support in this domain; 3 received support; 3 achieved their targeted goals; 3 explored community recreation centers; 3 planned and set up activities with peers; and 2 regularly participated in recreation activities of their own choosing.
- **Social and Interpersonal Skills:**
  Four requested support in this domain; 4 received support; 4 achieved their targeted goals; 3 participated in group activities; 4 explored community resources for social connections; and 4 practiced social skills at the workplace.
- **Community Connections:**
  Two requested support in this domain; 7 received support; 2 achieved their targeted goals; 7 became independent with transportation within their community; 4 utilized community resources for social and recreation activities; 3 volunteered in their community; 2 connected with a community college; 7 connected with adult service agen

cies, SWAP/vocational rehabilitation; 3 connected with developmental disabilities center/CCB; 4 connected with mental health; 3 connected with housing assistance; 1 connected with transportation services; 2 connected with social services; 1 connected with recreation services; and 1 connected with teen parent services.

SUCCESS STORY

"ER"

A student with multiple needs (developmental disabilities with autism, frontal lobe syndrome, limited communication, cognitive impairment, balance & coordination difficulty, difficult behavior), "ER's" primary problems were behavior, limited communication and low cognition. Before entering the Transition Program, "ER" had attended two different high schools, each for ½ day, because neither was completely successful for him. His behaviors including hurting other students with disabilities, grabbing staff by the hair and yanking their head down, punching an employer, pulling fire alarms, breaking a windshield with a rock, knocking a staff person down in a parking lot, and poking his finger into the eyes of horses at a riding center.

Using two staff members for safety and utilizing systematic instruction (task analyses, data sheets, behavior plan with reinforcements) program staff developed two non-paid worksites for "ER," both in clerical jobs where he could sit down, work in a room away from others whom he might injure and assemble papers for mailings and for medical folders. By incorporating breaks, reinforcements and structured routines, staff was able to provide "ER" with successful daily work experience with a minimum of negative behavior.

During his last two months of program support, staff instructed his adult service agency provider in how to collect work data and how to be proactive in managing "ER's" behavior. The adult agency picked up all support for the last month, with school staff on-call if needed, so that after his last day of school support, there was no change in "ER's" weekly routine.

With one-to-one support from his adult service agency, "ER" successfully continues assembling medical folders at the clinic three days a week. In addition, with the same support, he works twice a week delivering baked goods for pay.

"NE"

A student with learning disabilities (with possible pervasive developmental disability; much lower performance than verbal IQ; slow processing time for verbal communication); asthma and tremor, "NE" lived at home with his parents and completed an academic program in high school. He had not received specific independent living training and had never ridden public transportation. His teacher placed him in a part-time job straightening shelves at K-Mart and expected that was the most he could do there. His parents wanted "NE" to move into his own apartment. They had obtained social security benefits for him and had connected him to the state support agency (Developmental Disabilities Center) for services.

Most programming occurred in "NE's" first year. Program staff redeveloped jobs for him at K-Mart, trained him at the new jobs, and developed co-worker mentors to support him. He learned to stock and eventually worked in five different departments. Staff taught him how to ride the public bus independently and helped him connect with Access-a-Ride and Access-a-Cab, programs that he could use in emergencies. He also attended a twice-weekly group with two other students in which he explored community recreation activities, visited apartments and participated in shopping and cook-

ing. With support from home and the adult agency, he moved into his own apartment in the spring. His adult service agency provided individual budgeting and cooking assistance.

During the second year, "NE" lived and worked independently and did not want additional support from the Transition Program or from his adult agency. Program staff kept in contact with his parents, his employer and his adult service providers, checked in with him at this job and monitored his programming for any problems. In addition, when he was dissatisfied with his job, staff developed job shadows in warehouses where he thought he wanted to work. He decided he did not like the work and kept his job at K-Mart.

However, two months before school services ended, staff discovered several problems. "NE's" employer reported that he was often late for work, his appearance had changed, and his productivity was less. Staff began meeting weekly with "NE" to help him organize and prioritize his weekly commitments, such as which nights he had to go to bed early because of his work schedule, how to plan and schedule a time to wash clothes for work and how to juggle two commitments, such as working and filing income taxes at the same time. Staff also connected his parents with his employer for ongoing support and convened meetings with his parents and adult service provider. His parents learned that "NE" was drinking and partying at his apartment. His service provider thought he was just "being a normal young man" and did not want to intervene. Staff persuaded his adult agency to meet with him regularly to continue support with his weekly schedule and commitments and to maintain contact with his employer. Staff also met with "NE" and his parents regarding these same needs and supports. When he left the school program, he was effectively connected to adult supports.

"NE" has maintained his job at K-Mart and lives in his own apartment. However, it has been a difficult year. He was evicted from his apartment and went into drug rehabilitation for alcoholism. With support from his parents and adult service agency, he obtained a new apartment and maintained his job. Because the Transition Program staff communicated closely with his adult service agency to stay actively involved in supporting him, "NE" had support when he needed it.

THE COLLEGE CONNECTION

Baltimore, Maryland

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MISSION

The intention of The College Connection is to provide an age-appropriate setting for students to participate in the educational process during their transition years at school. Students are introduced to adult activities and life skills needed to make a transition from public school to work and adult life. The College Connection fosters the support needed for a smooth transition from school to work and adult life.

ORGANIZATION

Organization Type

Community college or two-year college
Education Agency
Local
School
Rehabilitation Agency
State

Geographical Area

Metropolitan are

Primary Setting

Community-based training site
Community college (two-year college)
Self-contained class in public school
Competitive employment worksite
Sheltered employment worksite
Supported employment worksite

Funding

No special external funding source

CONSUMERS

Target Population

Postsecondary education students
With disabilities
Secondary education students
With disabilities

Disability Areas

Hearing impairment, Mental retardation (mild, moderate), Multi-disabled (more than two), Speech impairment, Epilepsy, Other (Spina Bifida, CP, Prader Will)

NTA FRAMEWORK CATEGORIES

Student-Focused Planning and Development
Career Pathways and Contextual Learning
Business, Labor, and Community Resources

DESCRIPTION

The College Connection, Baltimore County Public Schools college outreach program, is designed for individuals with mild to moderate developmental disabilities. Located on the Essex campus of the Community College of Baltimore County, The College Connection serves individuals aged 18 to 21 years who continue to need special education or who have transition needs, as evidenced by their Individualied Education Plan (IEP). Students who turn 21 the first day of the school year or thereafter are eligible to complete the year as their last.

Following the entrance process through the A.R.D. (admission, review and dismissal) team, selection of students for the college program is made, in part, based on the level of independence and mobility of the prospective candidate. This point was generally agreed upon by the parents, counselors and teachers involved and thus helped determine the individualized nature of program development for each student.

The core areas covered by The College Connection are Functional Communication, Functional Life Skills, Personal Math/Finance, Transition to Work, and Community Work Experience. Functional Communication instruction includes listening skills, following directions, social conversation and oration. Personal Math/Finance instruction includes money skills, time management, banking skills and budgeting skills. In the Functional Life Skills curriculum, students learn mobility skills, social skills, and informational skills. They also learn about college classes as well as recreation and leisure. Transition to Work instruction includes interview techniques and strategies, resume writing, career exploration and personal work adjustment. Finally, in the Community Work Experience curriculum, the students learn work skills through enclave, individual, and service learning work experiences.

Vocational skills are an essential component of The College Connection. Vocational assessment is performed by a vocational evaluator, a service provider vocational evaluator, or through informal vocational assessments and/or job sampling. Students receive instruction in job readiness skills including career exploration, job research skills, application/resume processing skills, interview techniques, social skills on the job, and money management skills.

Students work on or off campus. A transition facilitator assists the teacher and student in finding employment. Employment settings include the college campus, for example, in the bookstore, the early childhood learning center, the library or grounds crew. Upon graduation from The College Connection, one student interviewed with Maintenance at the college and was hired as a part-time employee working with the grounds crew. Other students find employment in the county school system in positions such as food service workers, teacher assistants or janitors. Students are also employed in the community. The transition facilitator assists with transportation and planning for employment. However, transportation is often provided via school bus.

EVIDENCE OF SUCCESS

- One hundred percent of students participate in work experience during the school year.
- Out of 28 students served, 20 graduated (10 males, 10 females).
- Male graduates reached the following outcomes:
  - Three are competitively employed;
  - Four are in service provider training;
  - Three are in service provider employment; and

- Ten are living with their parents.

- Female graduates achieved the following outcomes:
  - One is competitively employed;
  - Four are in service provider training;
  - Two are in service provider employment;
  - One is self-employed as a childcare provider;
  - One is a volunteer;
  - Nine live with their parents; one lives independently; and
  - Three have children.

SUCCESS STORY

"A" was enrolled in The College Connection, Baltimore County Public Schools Life Skills College Outreach Program from the 1995 through the 1997 school year. While in the outreach program, "A" volunteered at the Maryland School for the Blind in the mailroom. He was also a library assistant in an elementary school and received a stipend. "A" graduated in 1998 and went on to volunteer with the maintenance department of the college for a summer training period. In the fall, he was added to the maintenance department payroll. He currently works 24 hours a week at $7.50 per hour. "A" is now a major part of the maintenance crew at the CCBC Essex campus and is able to use most of the landscaping equipment. He currently lives at home.

TOWSON UNIVERSITY OUTREACH

Towson, Maryland

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MISSION

The goal of this program is to expand career options and opportunities for young adults with developmental disabilities in an inclusive, age-appropriate environment. In order for these students to best meet the demands and expectations of the real world, it is necessary for them to have access to more integrated experiences throughout the educational process.

The Towson University Outreach Program provides a vehicle for educational transition alternatives, as well as the formation of a partnership between Baltimore County Public Schools and Towson University. The instructional curriculum integrates education, vocation, socialization, recreation, and self-determination within a life skills/transition-based curriculum on a university campus environment, while creating a unique reciprocal relationship benefiting all students and staff involved. The uniqueness is further reflected in the opportunities to develop individual programming based on students' personal abilities and areas of need. This partnership provides interdisciplinary involvement while it effectively offers a balance of enrichment

ORGANIZATION

Organization Type

University, four-year college, university affiliated program (UAP)
Education Agency
State
Local

Geographical Area

County

Primary Setting

Four-year college or university
Competitive employment worksite
Supported employment worksite

Funding

External funding source
Other
State-funded grant for extended year program

CONSUMERS

Target Population

Postsecondary education students
With disabilities
Community service providers
Parents
Business people or employer
Teachers or trainers

Disability Areas

Mental retardation (Moderate, Severe), Multidisabled, Speech impairment, Visual impairment, Autism, Epilepsy

NTA FRAMEWORK CATEGORIES

Student-Focused Planning and Development
Business, Labor, and Community Resources

DESCRIPTION

Towson University has served as an effective educational environment for 21 full-time students with developmental disabilities since the 1997-98 academic school year. The collaborative efforts of Baltimore County Public Schools, Department of Special Education, and Towson University have created a unique comprehensive instructional environment. The model has demonstrated successful inclusion in education and has provided opportunities for regular educators and special educators as well as Towson University students and Baltimore County special education students to interact on a regular basis.

To be most effective and reflective of the real life to which students are transitioning, the need arises for an extension of the program into the summer months. Continuation of skills learned require ongoing application if they are to be internalized for effective utilization. Therefore, Towson University offers continued programming and services throughout the summer months. Inclusive of these opportunities are options for effective transitioning, inclusion in a natural environment and maintaining identified goals and objectives as mandated by the Individualized Education Plans generated during the academic school year. The priority areas include inclusion, transitioning, collaboration, and self-advocacy.

Inclusion

Students with developmental disabilities will become an integral component of their natural environment. At the age of 18, students, within the Ridge/Ruxton area, seeking a certificate of completion, are given the option of completing their education/transitioning as members of the Towson University Outreach Program.

Each enrolled student receives implementation of IEP goals and objectives on the campus of Towson University, an inclusive age-appropriate environment. Each student has opportunities for inclusive interactions with nondisabled peers/students. Such opportunities include course participation, recreation/leisure activities, job training, cultural activities, social activities, classroom instruction within inclusive settings, mobility/orientation activities, transitioning, and self-advocacy activities.

Transitioning

Students with developmental disabilities participate in a Life Skills program that teaches them a variety of prevocational skills in a classroom based at Towson University. They are also involved in a variety of career opportunities and training on campus. Students increase time with supervisors on jobsites, with job coaching provided by Baltimore County Public Schools, Department of Special Education, and Towson University personnel. In addition, students maintain life skills development through the services of a certified occupational therapist, increase mobility/orientation using the natural setting of the university, and explore post-school options and agencies as part of the curriculum.

Collaboration

The collaboration of Baltimore County Public Schools, Department of Special Education, and Towson University serves as an opportunity for faculty, staff, and students to develop an interdisciplinary model and offers a balance of enrichment for all involved. The program offers an increased collaboration with the providing agencies prior to the student's transition. It also offers the unique involvement of the Maryland Disability Law Center, University of Maryland, to develop an effective self-advocacy component to the comprehensive curriculum.

The continued "clinic" instructional environment provides opportunities for Towson University students to formally observe secondary special education. Also, the summer program provides early intervention time for Penn-Mar and the Alliance, providing agencies, to interact with prospective clients prior to graduation. In addition, the emerging collaboration with the Maryland Disability Law Clinic provides an opportunity for law students to interact with students who are developmentally delayed in preparation for the credited clinic experience while they are under supervision.

Self-Advocacy

The project empowers students enrolled in the Outreach program with the knowledge of their civil rights as members of society. Students will increase their awareness of their legal rights as they have passed their 18th birthday. In order to achieve this, students become familiar with the Maryland Disability Law Clinic and its purpose. University of Maryland School of Law and Baltimore County Public Schools initiate a collaboration to develop a protocol for self-advocacy implemented in the fall of 1998. Students and staff of Towson University and the University of Maryland Disability Law Clinic interact on both campuses. Finally, the certified special education teacher adapts the BARC survey for self-advocacy to serve as a foundation for the instructional component of self-advocacy

EVIDENCE OF SUCCESS

- One hundred percent of participating fami-

lies and students increased their awareness of personal self-determination by an application of identified skills with 75% accuracy or better.

- One hundred percent of students had an 85% success rate or better, as they met the goals and objectives outlined in their individual life skills program.
- The number of students receiving some level of wage earnings increased from 3 students to 13 students in one year.
- There was an increase in nonstereotypical worksites from zero to 17 worksites, with innovative job descriptions such as daycare assistant, preschool teacher helper in intensity V special education program, health center assistant, post office helper and assistant living activities helper.
- There was an increase in collaboration with the university, particularly with Outreach students becoming integral members of the natural environment as they actively participated in university student activities, classes and credit earned group projects. Twenty students take music classes, P.E., and clubs. Also, Outreach students learn small-group dynamics as all 20 are in groups of four with nondisabled university students. There has been an increase in university students working with the Outreach group to 43 nondisabled university students.
- One hundred percent (N=10) of the graduates are employed.

SUCCESS STORY

My name is "R" and I soon will be 21 years old. This is my last year in school. I have spent the last three years of school in the Towson University Outreach Program, Baltimore County Public Schools. I was one of the students in the very first year of this program. I have had a lot of experiences and made new friends. I would like to share my story, my story of success, so others may learn from me.

I started at Towson University Outreach in 1997. It was very different than my high school. There were no bells, no assemblies, or set lunchtime. There was no schedule. So I made my own schedule. I knew I wanted to work and my teacher knew my parents wanted me to learn school stuff. The first thing I learned was self-determination. I had to learn to make my own decisions. I decided to do both and participated in making my own schedule. I could work at a job site if I finished my class work. This was really hard at first. Now it's easy.

During my three years here I have taken classes with nondisabled peer buddies, joined a Student Government Organization, Best Buddies, and have had several work experiences. Going to work was my favorite part. I tried several different types of jobs and learned lots of work skills and behaviors. I even helped make two training videos, one for employers and one to teach my classmates proper interview techniques. I am very proud of these and know others will use them after I graduate.

This last year of school was very hard, lots of decision-making for me and my family. We talked with different service providers and picked the one that we liked the best. With graduation coming in May, the question of where I would work was my big question. I knew I wanted to work in food service. I love that job. And I do it well. So, with the help of my teacher and my family, I completed an application. Guess what. The place where I am currently working on campus, Newell Dining Hall, hired me! I'm earning my own money and doing what I like to do.

I am proud of what I have done at Towson University Outreach. I had the chance to learn the skills I will need as I transition. I feel ready

to go. I have succeeded in reaching my goal and I am ready to be a part of the community.

PRODUCTS

Physical Education for Students with Cognitive Challenges • The Joseph P. Kennedy, Jr. Foundation. • Faculty Development Grant • Dr. Andrea Boucher, Professor, Towson University, and Sandy Fisher, Special Education, Baltimore County Public Schools • 1998

Advanced Small Group Dynamics Training: A Collaboration of Towson University and Baltimore County Public Schools • Towson University Enhancement Grant • Dr. Karen Eskow, Assistant Professor, Towson University, and Sandy Fisher, Special Education, Baltimore County Public Schools • 1998

Towson University/Towson University Outreach Program: A Collaborative Partnership • Maryland State Department of Education • Sandy Fisher, Special Education, Baltimore County Public Schools • 1998, 1999, and 2000

Working Well with Workers • Beth Merryman • A training video for prospective employees to better understand young adults with disabilities, accompanied with a training manual.

Preparing for Your Interview: Tips for Success • Beth Merryman • My students served as the models for this training tape with the assistance of university students. This includes a handbook for the teacher and one for the student.

Social Splash • Julie DiMarco, Karen Jenkins, and Rachel Kinney • The study focuses on recreation and leisure skills.

Transitional Services 2000 • Colleen Clark and Marlene Riley • A research project through the collaboration of Towson University Department of Occupational Therapy and the Outreach Program. A handy, dandy resource for families.

Workshop - Innovative Education: Young Adults with Developmental Disabilities in the University • Dr. Karen Eskow, Assistant Professor Towson University, Department of Occupational Therapy • Video of our workshop as presented at the the World Federation of Occupational Therapists, Montreal, Canada

TRANSITION SERVICE INTEGRATION PROJECT

San Francisco, California

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MISSION

The mission of the Transition Service Integration Expansion Project is to expand the availability of integrated career, community living, recreation and postsecondary education options for individuals with the most severe disabilities. It is the philosophy of this project to implement a project that creates a fundamental change in the organization, delivery, and integration of transition services for individuals with severe disabilities.

The project focuses on the development of an outreach expansion that partners school districts with new agencies and programs that provide transition and ongoing support to individuals with severe disabilities.

ORGANIZATION

Organization Type

University, four-year college, university affiliated program (UAP)
Education Agency
Local
Rehabilitation Agency
State
Other
Not-for-profit corporation

Geographical Area

Metropolitan area

Primary Setting

Community-based training site
Community college (two-year college)
Competitive employment worksite
Supported employment worksite

Funding

External funding source
Office of Special Education Programs (OSEP)
Other
San Francisco Unified School District
California Department of Developmental Services
California Department of Rehabilitation

CONSUMERS

Target Population

Secondary education students
With disabilities

Disability Areas

Mental retardation (moderate, severe), Orthopedic impairment, Multi-disabled, Epilepsy

NTA FRAMEWORK CATEGORIES

Student-Focused Planning and Development
Business, Labor, and Community Resources
Structures and Policies

DESCRIPTION

This project has developed and implemented the Transition Service Integration Model (Pumpian & Certo, 1996) in approximately a

dozen communities in California, which has resulted in a seamless transition from school to integrated direct-hire employment, postsecondary education, and inclusive access to a wide range of preferred community activities and settings for students with severe disabilities during their last year in public school (i.e., typically students who are 21 years old). This model utilizes a one-stop workforce investment strategy, that unifies the three primary systems responsible, through enabling legislation, for this transition: the public school system, the rehabilitation system and the developmental disabilities system. It results in students exiting school with a stable job and a scheduled routine for accessing non-work activities in natural community settings when they are not working, and it ensures the continued support needed to maintain these activities after graduation.

This unification is accomplished in two stages. The first stage occurs prior to exit from school; the second stage is implemented after exit. First, during a student's last year in public school, the school system enters into a formal service arrangement with a private non-profit agency that agrees to work with pending graduates before and after graduation. This agency is vendorized as a provider by both the rehabilitation and developmental disability systems, and is prepared to provide the services and supports needed to totally immerse these students in work and non-work activities prior to graduation. Given the fact that these students are too old to attend a public high school, and do not need to be enrolled full-time in community college or other postsecondary classes, this total community immersion approach eliminates the need to assign these students to a fixed classroom. As a result, all of their instruction takes place in natural community settings where the skills being acquired are functional.

The participating school system typically shares the responsibility for developing preferred work and non-work activities for their pending graduates with the non-profit agency. In the majority of demonstration sites, the school district dedicates a teacher to the students, but subcontracts funds to the non-profit agency to provide the equivalent of instructional aides. As a result, instruction and support are provided for a student's entire last year under school responsibility by both the teacher and the non-profit agency staff prior to graduations. This establishes a formal link for students and their family with the non-profit agency, and gives them a full academic year to evaluate the appropriateness of the agency and its services prior to exit. If the pending graduate and his/her family are not satisfied with this approach to adult life, they are free to choose any other provider funded by either the rehabilitation or developmental disability system after they exit public school (or they can request a change of school placement prior to graduation). In addition, entry into the model during a student's last year in school is voluntary at the discretion of the student and his/her family.

In addition, the teacher typically shares office space at the non-profit agency so that all services and scheduling are planned jointly by the teacher, subcontracted agency support staff, and the agency's director. As a result, the non-profit agency becomes intimately familiar with each student's needs and skills and has the opportunity to gain insights from the teacher. This close collaboration for an entire school year enables the non-profit agency to be completely prepared to maintain and expand support for these students after graduation.

During the students' last year in school, representatives from the public school system, rehabilitation system, and developmental disabilities system meet on a regular basis to discuss student progress in both work and non-work areas and to resolve policy or service issues. These meetings include both system representatives

with administrative decision-making authority and direct service staff. This meeting process is used as the formal point of entry for requesting authorization for the continuation of services by the same non-profit agency from the rehabilitation and developmental disabilities systems following graduation. As such, the non-profit agency functions as a sole source for referral for these pending graduates, predicated upon the informed choice of the students.

A nuance in the provision of services for adults with severe disabilities that has been developed through this model involves securing authorization from the rehabilitation system and developmental disabilities system to fund support concurrently for the same individual. Prior to the implementation of this model, if the rehabilitation system was providing service for an individual, the developmental disability system would not provide services until support from the rehabilitation system was terminated. Likewise, the opposite prevailed if a graduate first accessed services upon graduation from the developmental disabilities system. As a result, a student was faced with an untenable dilemma at the point of transition from public school: seek a rehabilitation-funded supported employment program and secure employment assistance, but have no support for non-work needs; or, seek a developmental disability-funded provider and have support for non-work needs, yet postpone employment. Such categorical fragmentation of an individual's needs for service is counter-productive, counter-intuitive, and totally unnecessary.

Through our model implementation efforts we have been successful in convincing the rehabilitation system and developmental disability system to pay simultaneously for services for the same individual without falling victim to perceived problems of apparent "double-payment." This has been accomplished by splitting the funding responsibility within the mandated parameters of each system. As such, the rehabilitation system authorizes and provides all support needed for employment, while the developmental disabilities system authorizes and provides support for all non-work activities. This dual-system funding maintains the holistic services that the public school system provided prior to graduation and eliminates the need to access multiple agencies following graduation to continue to meet all of an individual's support needs.

The Transition Service Delivery Model has been piloted successfully by the applicants in metropolitan San Francisco, San Diego, and seven other selected communities in California. The 1999-2000 academic year (AY 99-00) constituted the third year this model was implemented in communities in California.

EVIDENCE OF SUCCESS

- Outcomes for 1998/1999 graduates (N=54):
  - Forty-four graduates (81%) made a seamless transition; i.e., the individual graduates but still maintains the same job, engages in the same preferred non-work activities with the same hybrid agency staff.
  - Thirty-nine graduates (72%) were employed at exit.
  - The average hourly wage was $5.64 with an average work week of 15.5 hours, making the average annual income $4,371.
- Nine school districts, eight departments of rehabilitation, and five regional centers underwent a systems change combining their services and resources to produce nine hybrid agencies serving 33 students in 1997/1998, 52 students in Fall 1998, and 60 students in Spring 1999.

PRODUCTS

Focusing on the point of transition • Certo, N.J., Pumpian, I., Fisher, D., Storey, K., & Smalley, K. • *Education and Treatment of Children*, 20 (1), 68-84 • (*.97)

REFERENCES

Blackorby, J., & Wagner, M. (1996). Longitudinal post school outcomes of youth with disabilities: Findings from the national longitudinal transition study. *Exceptional Children*, 62, 399-413.

Pumpian, I., & Certo, N.J. (1996-99). *Focusing on the point of transition: A service integration model.* Funded by U.S. Department of Education, Office of Special Education Programs, Postsecondary Model Demonstration Program, Washington, DC.

Pumpian, I., Certo, N.J., & Sax, C. (1999). Progress Report, Year 02, AY 97-98: *Focusing on the point of transition: A service integration model.* Funded by U.S. Department of Education, Office of Special Education Programs, Postsecondary Model Demonstration Program, Washington, DC.

TRANSITION SERVICES OFFICE

Lancaster, South Carolina

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MISSION

The mission of the Special Services Transition Office is to provide meaningful services and activities to middle school and high school students with disabilities to help them adequately prepare for the future. Types of services offered include community-based instruction, assistance with finding and maintaining employment, instruction in self-advocacy, dissemination of transition-related information to students, parents, and teachers, and serving as liaison to community agencies.

ORGANIZATION

Organization Type

Education agency
School

Geographical Area

County

Primary Setting

Middle or junior high school
High school
Resource room
Self-contained class in public school
Supported employment worksite

Funding

External funding source
JTPA grant
Partial funding from local foundation

CONSUMERS

Target Population

Youth who have dropped out of school
With disabilities
Secondary education students
With disabilities
Teachers or faculty
Secondary education and postsecondary education
Community service providers
Parents
Business people or employer
Other youth
Middle school
Other
Special education teachers

Disability Areas

All disabilities

NTA FRAMEWORK CATEGORIES

Student-Focused Planning and Development
Career Pathways and Contextual Learning
Structures and Policies

DESCRIPTION

Lancaster County, South Carolina, is located on the North Carolina/South Carolina border in the northern part of the state. The countywide population is approximately 60,000. The Lancaster County School District (LCSD) is comprised of 18 schools, an early childhood education center, a vocational center, and an estimated enrollment of 11,100 students. Of these students, 1,434 (age 3-21 years) receive special education services through the school district.

School-to-work and home living skills training were generally incorporated into the district's special education curriculum during the 1970s and 1980s, but with the reauthorization of Public Law 99-142 in 1990, the Individuals with Disabilities Education Act (IDEA), new mandates and regulations have had a positive impact on the direction of services for special needs students. The Lancaster County School District now has a full-time transition coordinator and a small, yet resourceful transition staff working on several transition-oriented projects throughout the district. Due to the vast array of service needs of students, transition training efforts range from services for "college-bound/post-secondary" students to competitive employment to semi-supported employment to sheltered workshops and enclaves and other forms of supported employment.

Through COPE (Committee on People Empowerment), a countywide interagency committee started by the transition staff (comprised of professionals; parents; community business, recreational, medical, and religious members; and other interested individuals) training efforts and the message for community support for our citizens with disabilities have transcended the school district. There is also a strong working relationship with other state agencies responsible for service provision, such as vocational rehabilitation, disabilities and special needs, juvenile justice, social services, etc., which underscores a "team approach" for assistance and training. The scope of transitional service opportunities is additionally enhanced on a local and regional level through collaborative ties with the University of South Carolina-Lancaster, York Technical College, Winthrop University, and other training programs in the metropolitan Charlotte, North Carolina region.

The Transition-To-Work Program, funded through a grant from JTPA, serves students with mild to moderate developmental disabilities (EMD, LD, ED), ages 16-21, typically during their junior and senior years of high school. Participants spend 42 hours in career exploration and 150 hours in job placement. Internship wages are paid beginning at minimum wage until employers pick up the participant as an employee. The ultimate goal of the program is for students to be on their employer's payroll with benefits by their senior year.

Project IMPACT is a community inclusion program serving students 16-22 during their junior and senior years. Participants come one to two days per week to cook, clean, shop, prepare meals, do laundry, practice landscaping, participate in community training, dine in restaurants, etc. Service learning projects as well as jobsite training are also offered.

Project FUTURES, a transition planning education program, provides a systematic approach to transition planning education for all students with mild to moderate disabilities in grades 9-12. Areas addressed are self-determination and self-advocacy. Methods include classroom instruction (inclusion classes and resource class-

es), visits to universities, tech schools and training programs, and assessment of career interests and abilities.

Other services include career exploration, occupational assessments, career counseling, and school and district based jobs.

EVIDENCE OF SUCCESS

- Eighty-nine percent of participants in Project FUTURES achieved a mastery level of 70% or higher in pre- and posttests addressing self-determination and self-advocacy skills.
- Of the 22 participants in Project IMPACT, which teaches skills of independent living, 18 returned report cards. Teachers use a scale from one to 10 to assess progress. Results under each related skill area are as follows:
  - Personal safety: 61% of students received ratings of 8 or higher;
  - Housekeeping: 67% of students received ratings of 8 or higher;
  - Community exploration: 67% of students received ratings of 8 or higher; and
  - Personal hygiene: 72% received ratings of 8 or higher.
- Records are kept for each school year on the number of job placements considered to be positive terminations. Terminations are considered positive if students maintain the job placement for 60 hours of unsubsidized employment and work a minimum of 20 hours per week. The results are as follows:
  - 1993-1994: 50%;
  - 1994-1995: 64%;
  - 1995-1996: 58%;
  - 1996-1997: 78%; and
  - 1997-1998: 67%.
- In measuring student participation in the development of transition plans in Project FUTURES, teachers were surveyed at the end of the 1998-1999 school year. When asked if at least 75% of their students attended their IEP meetings during the 1998-1999 school year, 83% of the respondents answered "yes."

SUCCESS STORY

"C" is a former student and Transition-to-Work intern who has a moderate developmental disability and a mild physical impairment. He spent the majority of his school career in a self-contained classroom and, although he was always a pleasant student, was very shy and unable to advocate his needs.

"C" began his employment career in October 1994 as an intern at the local Piggly Wiggly grocery store. He was later hired by the manager and worked at Piggly Wiggly for two and a half years before landing his present job as a transporter in the X-Ray Department at the local hospital. Today he works full-time, receives employee benefits and, as he will tell you, is a taxpayer.

In addition to the success "C" has experienced at work, the other areas of his life are also going well. For example, "C" got his driver's license a few years ago and purchased his own car. He dates occasionally and has a network of friends and family who provide a great deal of support to him. "C" is very involved in church activities also. Additionally, he acts as one of the managers of the athletic teams at one of the district high schools and assists the school athletic trainer by attending various sporting events. Over the years "C" has learned to be assertive and to advocate his needs. He has compensated beautifully for his disability and has grown into a very mature and exceptional young man.

PRODUCTS

COPE Committee on People's Empowerment • Brochure

Project IMPACT: Learning the Skills of Successful Adulthood • Brochure

Project FUTURES • Brochure

Transition-to-Work Project: Students and a County Working Together for a Better Tomorrow • Brochure

Transition-to-Work Project • Packet presented at the DCDT International Conference, October, 1999

Tips On How to Survive Your Freshman Year (And Like It Too!)

Transition Services Plan and Teacher's Glossary

Transition: A Planning Guide for Students and Parents • Booklet

WASHINGTON ANNEX WORK STUDY PROGRAM

Coventry, Rhode Island

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MISSION

The Washington Annex Work Study Program provides comprehensive transition services to high school students with significant disabilities through a student-centered approach. Collaboration occurs between family, school, community, and agency officials. Planning is individualized through the Making Action Plans (MAPS) process and focuses on: vocational exploration, development, and instruction; community access; personal management skill development; practical academics and literacy; and self-determination instruction. Students have equal access to all school-based and co-curricular activities and participate in meaningful inclusive activities. Faculty and staff are committed to utilizing best practices and exemplary strategies and remain current through literature review and participation in a strong professional development program.

ORGANIZATION

Organization Type

Education Agency
School

Geographical Area

Towns and cities

Primary Setting

Community-based training site
High school
Regular education class
Self-contained class in public school
Competitive employment worksite
Supported employment worksite
Other
Community service and volunteer sites

Funding

No special external funding source

CONSUMERS

Target Population

Secondary education students
With disabilities
Teachers or faculty
Secondary education
Community service providers
Parents
Business people or employer
Other
General education population
Adult service providers
Division of Developmental disability caseworkers
Office of Rehabilitation Services caseworkers

Disability Areas

Deaf, Hearing impairment, Mental retardation (mild, moderate, severe), Orthopedic impairment, Multi-disabled (more than two), Speech impairment, Visual impairment, Autism, Traumatic brain injury, Other (Spina bifida, Angelman's Syndrome, Fragile X, Cri du chat, secondary behavioral issues and sensory impairments)

NTA FRAMEWORK CATEGORIES

Student-Focused Planning and Development
Career Pathways and Contextual Learning

DESCRIPTION

The Washington Annex Work Study Program (WAWSP) is a comprehensive transition education program for students age 15-21 with significant disabilities. The program is located at Coventry High School in Coventry, Rhode Island. Transition goals and objectives are selected on an individual basis by a collaborative planning team consisting of the student, the family, advocates, professionals and all other persons deemed significant by the student. Using the MAPS (Making Action Plans) process, all goals and objectives lead directly to the facilitation of independence as the student

enters adulthood.

Inherent in this philosophy is the notion that students need to interact with others in the most inclusive manner through community-based instruction and a dynamic supported employment program. The employment program enables each student to experience a variety of real work situations and to advance through a five-step hierarchy of assessment, small businesses, community work groups, and supported employment towards independent employment with natural supports. Student choice is stressed in all situations. Documentation is provided through career portfolios.

In addition, all students participate in inclusive classes during the school day. Reach Out is a program in which students from the general education program spend study periods, co-curricular activity time, and after school hours with WAWSP students.

EVIDENCE OF SUCCESS

- Follow-up contacts to graduates were made for all program graduates (1990-1999). It was found that 90% of graduates are in community-based programs.
- A review of career portfolios and transition records showed that 67% of graduates experienced both paid and volunteer work

placements. There are five stages of the work hierarchy which are as follows: (a) assessment, (b) small business, (c) small group, (d) individual supported employment, and (e) employment with natural supports. From 1999 to the present:

- Twenty-three paid worksites were offered; 6 in the food industry; 6 in retail; one in human services; 1 in the travel industry; 3 in manufacturing and construction industry; and 6 in the service industry.
- Forty-two work experience sites are available to students, which include experiences in the hospitality industry; human services; construction; retail; public services (e.g., fire department); education (e.g., schools and daycare); food industry; and churches.
- Four assessment sites are available for students to explore career options and experience the many different jobs the site has to offer. Two are in the food industry, one is at a nursing home and one is in the retail sector.

- In order to enable students to become informed adult service consumers:
  - The total number of different adult service provider choices has increased since first graduates transitioned from program in 1990 from one provider, Kent County ARC, to over 10 providers. These include Cranston Chapter, ARC; Gateways to Change, Inc.; Groden Center; Kent County, ARC; People in Partnerships; Perspectives Corp.; Project Friends; South County Chapter ARC; West Bay Residential; and Sergeant Center (this is a list of providers students chose to receive support).

SUCCESS STORY

"A" started her high school career as a member of the Washington Annex Work Study Program at Coventry High School as a quiet, shy, reserved freshman six years ago. When "A" graduates in the Spring of 2000, she will be entering her life after school as a confident and outgoing young adult who is not afraid to advocate for herself. Through the use of MAP (Making Action Plans) process and self-determination training, "A" has matured academically, socially, and vocationally. In addition, "A's" mom and extended family have grown, too. They have come to realize and respect "A's" potential and desire to live life to its fullest in her community.

"A" will leave school with significant connections to the Division of Developmental Disabilities, the Office of Rehabilitative Services, and to several local adult service agencies. She will leave school with a job for pay at a local hair salon, with a volunteer placement in a day care program at the YMCA, and with over 20 different community-based vocational assessments and experiences. In addition, she will leave school with knowledge of her community and how to access services within it as well as personal management skills, which are apparent in both home and community settings. On top of this, "A" will leave school with friends, both with and without disabilities, who will remain actively involved in "A's" life. Most importantly, "A" will leave school a happy and successful young woman, a source of pride to Washington Annex and Coventry High School.

YOUTH APPRENTICESHIP PROGRAM

Jefferson, Wisconsin

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Geographical Area

County

Primary Setting

Competitive employment worksite

Funding

External funding source
State School-to-Work Implementation Grant
Other
Private sector - manufacturer

MISSION

Our mission is to construct pathways to meaningful learning by developing a model of education serving secondary students and university faculty and their students. This program encourages students to explore pathways to success in their lives, as people, as workers, and as community members. This program is designed to provide students with an industry-specific integrated academic and work-based program. The Youth Apprenticeship program is operated under the guidelines established by the State of Wisconsin Division of Workforce Excellence.

CONSUMERS

Target Population

Secondary education students
With disabilities
Without disabilities
Other
At-risk of dropping out
Teen parents

Disability Areas

Specific learning disability, Other (ADD, ADHD)

ORGANIZATION

Organization Type

University, four-year college, university affiliated program (UAP)
Education Agency
Regional or Intermediate
School
Business
Generac Portable Products

NTA FRAMEWORK CATEGORIES

Career Pathways and Contextual Learning
Business, Labor, and Community Resources

DESCRIPTION

Starting in the spring of 1996, a public secondary school and a manufacturing company began collaboration in offering an alternative education program to juniors and seniors who were not expected to graduate. The University of Wisconsin, Whitewater, joined them in the winter of 1997. In the fall of 1999, students from two additional high schools in the Jefferson County School-to-Work Consortium were added. The program takes place at the manufacturing site where students who are youth apprentices spend 20 hours a week in work and another 20 hours in the academic/training component, all at pay. After participating for four successful semesters and a summer in this competency-based program, youth apprentices earn a high school diploma, six articulated vocational-technical college credits, and a certificate from the Wisconsin Department of Workforce Development. They graduate from this program with useful skills, improved behavior, and with academic qualifications for higher education.

The Youth Apprenticeship Program meets the manufacturer's demand for skilled high school graduates in a rural area where such a pool of workers is scarce. The program also provides the university with an alternative field site for preparing teachers and conducting research while rendering valuable services in the areas of curriculum. Most importantly, this Youth Apprenticeship Program adds educational opportunities for the apprentices themselves. The program has been recognized regionally and nationally for its design and effectiveness.

EVIDENCE OF SUCCESS

- To date, the retention rate has been 60%.
- Administering the *Wide Range Achievement Test* (WRAT-3) upon entrance and in the following spring over the course of time a student participates in the program, results show an increase in average reading and math scores.
  - Class of 1998 Reading Scores: Fall, 1996=82.75; Spring, 1998=90.5;
  - Class of 1999 Reading Scores: Fall, 1997=92.5; Fall, 1998=99.75;
  - Class of 1998 Math Scores: Fall, 1996=93.25; Spring, 1998=103.25; and
  - Class of 1999 Math Scores: Fall, 1997=97; Spring, 1998=104; Fall, 1998=96.75.
- The average absence rate is 6.5 per 20 months compared to 40-100 absences of at-risk students in the high school.
- Of the 10 graduates: 7 work at Generac; 2 work elsewhere.
- In a 1997 parent satisfaction survey of which 11 out of 16 surveys were completed:
  - Sixty-four percent of parents felt the apprenticeship program was preparing their child to take responsibility "very well;" "18%, "fairly well;" and 18%, "somewhat;"
  - Thirty-six percent of parents felt that the program was preparing the students

to problem-solve "very well;" 36%, "fairly well;" and 27%, "somewhat;" and
- In responding to the program's efficacy in helping students to organize information, 27% responded "very well;" 27%, "fairly well;" and 45%, "somewhat."

SUCCESS STORY

As part of the application process to the youth apprentice programs, sophomore status students submit their school transcript and attendance record. At the end of his freshman year, "B" had earned three credits and had a GPA of .455. Attendance records for 95-96 show 40.5 days absent. His IEP record indicated "B's" skill levels were so low that he required self-contained academics. (Testing by a graduate student during his apprenticeship confirmed that "B" continues to have a very significant reading disability.)

"B" entered the Youth Apprenticeship Program and immediately distinguished himself with his zeal for work and his constant smile. His mother was fearful he would sabotage his early success because "he always starts out good, then something happens." Very early in the apprenticeship, "B" did come to work with a cast, frustration at home met with the kitchen cupboard and the cupboard was the victor. He compensated for his significant reading disability by pairing up with a good reader. He shared his practical application skills to concepts his partner read. When he was placed in a Quality Department rotation, his supervisor recognized there was a problem and came to the onsite educator for insight. Knowledge of the learning disability challenged this mentor to work with the student. In a work situation, the student chose to rise to the challenge rather than give in and give up as in the past. "B" left the department with his supervisor wanting him back. He identified the leader of the class and early on said, "I want to be the leader of my class, I want to be like "J"." He became the accepted leader of the group. He quit smoking rather than risk being tempted while at work. "B" only missed part of one day the entire four semesters and intervening summer. (He was sent home for sunburned feet caused by wearing sandals while fishing one weekend.)

In addition to the six Wisconsin vocational-technical college credit he earned as part of the youth apprenticeship, "B" also started his technical college transcript by earning an "A" in a night course on Basic Welding. He was awarded the 1999 Student of the Year Award by the Wisconsin Council Administrators of Special Education.

Following graduation, "B" started a two-year technical college degree toward a goal of achieving a degree as an Engineer Technician. He was hired full-time in the design lab and earned a promotion within six months. He enjoys the benefits of working full-time, tuition reimbursement, company health benefits, and a variety of vehicles! "B" still finds time for his girlfriend, hunting, and fishing.

Change is part of the adult world. Due to a company downsizing, "B" made the decision to seek other employment rather than "wait until the tide turns." His new employer has the reputation for best pay and benefits in "B's" town. The company will pay for his tech college degree. While "B's" current long-term career goal is not in manufacturing, the skills, competence and confidence he gained as a result of the youth apprenticeship made the difference. The paths he is turning into his highway to life are becoming filled with success markers.

PRODUCTS

Video: Generac: The Reliable Ones

Pathways to Lifelong Learning • Manufacturing and

Production Technician, Youth Apprenticeship Program • Brochure • Generac Portable Products, LLC., Watertown Unified School District and University of Wisconsin, Whitewater.

REFERENCES

Kenney, L., & Collet-Klingenberg, L. (1999). Manufacturing and production technician youth apprenticeship program: A partnership. *Peabody Journal of Education* • University of Wisconsin, Whitewater. In press.

NTA NOMINATION FORMS:

PROMISING TRANSITION PRACTICES AND PROGRAMS FOR YOUTH WITH DISABILITIES

DIRECTIONS

The nomination forms consist of three sections:

- Section I: General information about your organization
- Section II: A Transition Practices Implementation Assessment that identifies the extent to which your organization or program is implementing specific transition practices and evidence of the implementation
- Section III: Evaluation information about your targeted outcomes, evaluation strategies, and evaluation findings

SECTION I: GENERAL INFORMATION

- Items 1 - 15 ask for contact and general information about your organization's location, setting, funding, and consumers.
- We are seeking information about specific practices or programs that promote successful outcomes for youth with disabilities. Thus, to be recognized by the NTA, youth with disabilities must be included in your target population.
- Items 16 and 17 ask for a brief mission statement and description of the practices or program you are nominating. You may submit these in the space provided or attach an additional sheet. Also, feel free to attach any additional materials that you feel might help describe the context or details about your practices or program.

SECTION II: TRANSITION PRACTICES IMPLEMENTATION ASSESSMENT

- This section of the nomination packet has been developed directly from NTA's Transition Practices Framework. It is organized by Framework category and features statements about the practices included in each category element.
- We are seeking information about practices or programs with a high level of implementation-those that represent a level 4 rating on our implementation rating scale. To be identified as having a promising practice or program, an organization does not have to show high implementation levels in all the Framework practice areas. Organizations that show a high level of implementation in a particular area, with evidence of effectiveness, may be selected as illustrating promising practices in that area.
- To complete this section, read over the transition practices statements listed in the first column. Again, the statements listed pertain directly to practices in the NTA Transition Practices Framework.

  For example, the first item focuses on life skills instruction that includes: social skills, self-determination, and independent living.
- In the second column, using the Implementation Level Rating Scale provided, rate the level of implementation with respect to these practices. Circle the level (DK - 4) that best describes the extent to which the practices have been planned and/or implemented.

For example, an organization might circle *level* 2 with respect to social skills, as they are in the process of *developing* activities that focus on social skill development. Subsequently, they might circle *level* 4 with respect to self-determination and independent living, as they have *fully implemented* curricula and educational activities that address these skills.

- In the space provided in the third column, list or describe evidence that illustrates the practice is being implemented at the level indicated. We will review nominations for evidence of implementation that supports a particular implementation level. In other words, we will review nominations for specific information that illustrates why the practice was rated at a particular implementation level.

  For example, if a response indicated that social skills instruction was implemented at level 2, then the evidence of implementation described in column 3 might be: *strategies for recruiting and supporting students with disabilities in extracurricular activities are being developed.* For a level 4 rating of self-determination and independent living skills instruction, the evidence of implementation might be, respectively: *self-determination curriculum and community-based functional independent living curriculum.*

- **NOTE:** It is not essential that you rate and provide evidence for every item listed in the Transition Practices Implementation Assessment. We would expect, however, that promising *programs* would have high implementation levels of several practices. But since we are also seeking information about specific *practices*, feel free to focus on specific practice areas.

  Regardless of how you choose to complete the Transition Practices Implementation Assessment, we encourage you to use it to reflect on your practices and/or programs. This process can be a useful tool for self-assessment that can lead to program planning and improvement. In addition, some organizations have used this tool to identify technical assistance or staff development needs.

SECTION III: EVALUATION INFORMATION

- We are seeking information about practices or programs supported by evidence of effectiveness. Specifically, we want to identify specific practices or programs that result in improved student outcomes

- In item 1, identify the targeted outcomes or expected results for your program consumers.

  For example, two outcomes associated with a self-determination curriculum might include (a) an increase in students' self-determination skills and (b) an increase in the number of student-identified goals and objectives on their IEPs.

- Indicate in item 2 whether or not you have evaluated your practices or program, and in item 3 the evaluation approaches you utilized.

- In item 4, please describe your evaluation findings. Detailed information is not necessary, but you should provide enough information to indicate in general who, what, where, when, and how the evaluation occurred and the findings.

  For example, with respect to self-determination skills, one might indicate that pre-and post assessments of students' self-determination skills were administered at the beginning and conclusion, respectively, of the self-determination curriculum.

NTA NOMINATION FORMS:
PROMISING TRANSITION PRACTICES AND PROGRAMS
FOR YOUTH WITH DISABILITIES

I. GENERAL INFORMATION

CONTACT INFORMATION

1. Name of Primary Contact: _____
2. Title: _____
3. Organization: _____
4. Program or project name (if applicable): _____
5. Contact Information for Primary Contact:

   Street or mailing address: _____

   City: _____

   State: _____ Zip Code + 4: _____

   Telephone: _____ Fax: _____

   E-mail: _____
6. Name of individual completing nomination forms if different from Primary Contact:

   _____
7. Title: _____
8. Organization: _____
9. Contact Information for individual completing nomination forms:

   Street or mailing address: _____

   City: _____

   State: _____ Zip Code + 4: _____

   Telephone: _____ Fax: _____

   E-mail: _____
10. WWW address of organization or program, if applicable:

    _____

ORGANIZATION INFORMATION

11. **Organization Type** - Please indicate the type of organization through which the practices or program are implemented (check all that apply):

- ☐ University, four-year college, university affiliated program (UAP)
- ☐ Community college or two-year college
- ☐ Education Agency
  - ☐ State
  - ☐ Regional or Intermediate
  - ☐ Local
  - ☐ School
- ☐ Rehabilitation Agency
  - ☐ State
  - ☐ Regional
  - ☐ Local
- ☐ Parent Organization
- ☐ Business (please describe) _____
- ☐ Other _____

_____

12. **Geographical Area** - Please indicate the geographic service delivery area of the organization, or if relevant, the program or project being nominated:

- ☐ Rural (<2500 residents)
- ☐ Towns and cities (2,500-50,000)
- ☐ Urban area (cities/surrounding area 50,000-100,000)
- ☐ Metropolitan Area (cities/surrounding area 100,000 +)
- ☐ County
- ☐ Region (within a state)
- ☐ State or commonwealth
- ☐ Multi-state
- ☐ National
- ☐ Native area (village, reservation, trust land)

13. **Primary Setting** - Please indicate the primary setting in which the transition practices being nominated are delivered (check all that apply):

- ☐ Medical clinic
- ☐ Community-based training site
- ☐ Independent living facility
- ☐ Experimental or research laboratory
- ☐ Home-based setting
- ☐ Hospital setting
- ☐ Elementary school
- ☐ Middle or junior high school
- ☐ High School
- ☐ Four-year college or university
- ☐ Trade school or proprietary institution
- ☐ Community college (two-year college)
- ☐ Private school
- ☐ Regular education class
- ☐ Residential school or facility
- ☐ Resource room
- ☐ Self-contained class in public school
- ☐ Special day school
- ☐ Competitive employment worksite
- ☐ Supported employment worksite
- ☐ Sheltered employment worksite
- ☐ Other _____

_____

_____

14. **Funding**-Please identify whether or not your practices or program are funded by a source external to your organization's typical revenue sources. (Check all that apply.)

- ☐ No special external funding source
- ☐ External funding source (please specify below)
  - ☐ Office of Special Education Programs (OSEP)-Project #: _____
  - ☐ Rehabilitation Services Administrations (RSA)-Project #: _____
  - ☐ National Institute for Disability Rehabilitation and Research (NIDRR)-Project #: _____
  - ☐ Federal School-to-Work Implementation Grant
  - ☐ State School-to-Work Implementation Grant
  - ☐ State Transition Systems Change Grant
  - ☐ Other (please describe) _____

_____

CONSUMERS

15. Target Population-Please indicate the population(s) for which your transition practices or program are directed (check all that apply):

- ☐ Adults with disabilities
- ☐ Youth who have dropped out of school
  - ☐ With disabilities
  - ☐ Without disabilities
- ☐ Postsecondary education students
  - ☐ With disabilities
  - ☐ Without disabilities
- ☐ Secondary education students
  - ☐ With disabilities
  - ☐ Without disabilities
- ☐ Elementary education students
  - ☐ With disabilities
  - ☐ Without disabilities
- ☐ Teachers or faculty
  - ☐ Elementary education
  - ☐ Secondary education
  - ☐ Postsecondary education
- ☐ Community service providers
- ☐ Parents
- ☐ Business people or employer
- ☐ Teachers or trainers
- ☐ Other trainers

  _____
- ☐ Other youth
  - ☐ Adjudicated
  - ☐ At-risk of dropping out
  - ☐ Teen parents
  - ☐ Other

    _____
- ☐ Other (s)

  _____
  - ☐

    _____
  - ☐

    _____
  - ☐

    _____

16. **Disability Areas** - Please indicate the disability areas of the individuals served by your practices or program (check all that apply):

- ☐ Deaf
- ☐ Deaf-blind
- ☐ Hearing impairment
- ☐ Mental retardation
  - ☐ Mild
  - ☐ Moderate
  - ☐ Severe
- ☐ Orthopedic impairment
- ☐ Multi-disabled (more than two)
- ☐ Other _____
- ☐ Severe emotional disturbance/ emotional disability/behavior disorder
- ☐ Specific learning disability
- ☐ Speech impairment
- ☐ Visual impairment
- ☐ Autism
- ☐ Traumatic brain injury
- ☐ Epilepsy
- ☐ All disabilities

PROGRAM DESCRIPTION

17. **Mission Statement** - Please provide a brief mission statement (100 words or less) that describes the primary purpose of your transition-focused practices or program. (If desired, generate your mission statement on a computer, print it, and attach it to this page.)

18. **Practices or Program Description** - In 300 to 500 words, please provide an overview of your practices or program. The description should be detailed enough to provide an understanding about what is being done, how the services or practices are delivered, where the services or practices are provided, to whom the services or practices are directed (participants), who is providing the services or practices, and the sequence of events. (Attach additional pages if necessary. If desired, generate your description on a computer, print it, and attach it to this page.)

II. TRANSITION PRACTICES IMPLEMENTATION ASSESSMENT

Using the following Implementation Level Rating Scale, please circle the appropriate implementation level for each practice area. Also describe evidence that illustrates the practice is being implemented at the level indicated. An example is provided.

Implementation Level Rating Scale

DK - I don't know the status of development or implementation in this area
1 - No activities have been developed or implemented in this area
2 - Activities are in development, but have not yet been implemented
3 - Activities are in development and have been partially implemented
4 - Activities are fully implemented

Example:

NTA Transition Practices	Circle Current Implementation Level	Evidence of Implementation
A. STUDENT-FOCUSED PLANNING AND DEVELOPMENT		
1. Life skills instruction includes training that addresses:		
a. social skills	DK 1 2 (3) 4	Strategies for including students with disabilities in extracurricular activities are currently being developed
b. self-determination	DK 1 2 3 (4)	Self-determination curriculum
c. independent living	DK 1 2 3 (4)	Community-based functional curriculum

NTA Transition Practices	Circle Current Implementation Level	Evidence of Implementation
A. Student-Focused Planning and Development		
1. Life skills instruction includes training that addresses: **a. social skills** **b. self-determination** **c. independent living**	 DK 1 2 3 4 DK 1 2 3 4 DK 1 2 3 4	
2. Ongoing assessment of academic, cognitive, and adaptive behavior is conducted and used as a basis for planning the individualized education and career plans.	DK 1 2 3 4	
3. Accommodations and natural supports are identified for postschool outcome areas and educational experiences.	DK 1 2 3 4	
4. Educational and training goals and objectives are specified in the following areas: postsecondary education, community access and participation, vocational, and residential.	DK 1 2 3 4	

5. Education and training goals and objectives are based on student and family choices and preferences.	DK 1 2 3 4	
6. A clear relationship exists between educational goals and objectives and a student's educational program of instruction, learning, and work experiences.	DK 1 2 3 4	
7. The progress and attainment of measurable goals are reviewed annually.	DK 1 2 3 4	
8. Persons and agencies responsible for the implementation of individual student goals, objectives, and activities are specified.	DK 1 2 3 4	
9. The full participation and involvement of students and their family in planning and developing individual education and career plans are required and supported.	DK 1 2 3 4	

10. Student preferences, interests, and choices and their self-determination are actively supported, facilitated, and documented.	DK 1 2 3 4	
11. The educational program planning team includes:		
a. student,	DK 1 2 3 4	
b. family members,	DK 1 2 3 4	
c. school, and	DK 1 2 3 4	
d. participating agency personnel.	DK 1 2 3 4	
12. Planning meetings are organized and coordinated to:		
a. accommodate convenient times and locations for students and families,	DK 1 2 3 4	
b. allow adequate time to accomplish planning objectives, and	DK 1 2 3 4	
c. facilitate full preparation, participation, and involvement of all participants.	DK 1 2 3 4	

13. Planning strategies include linkage to post-school support services and agencies prior to graduation or school exit.	DK 1 2 3 4	
B. Career Pathways and Contextual Learning	**Implementation Level**	**Evidence of Implementation**
1. Employment skills instruction addresses:		
a. work-related behaviors,	DK 1 2 3 4	
b. job seeking, and	DK 1 2 3 4	
c. occupation-specific vocational training.	DK 1 2 3 4	
2. Career and vocational competencies are infused into all age and grade level curricula.	DK 1 2 3 4	
3. Paid work-experience is provided prior to school exit.	DK 1 2 3 4	

4. Job placement services are provided prior to school exit.	DK 1 2 3 4	
C. Business, Labor, and Community Resources	**Implementation Level**	**Evidence of Implementation**
1. Formal collaborative agreements are established among schools, employers, human service agencies, and postsecondary institutions that support the transition of youths with disabilities from school-to-work, postsecondary education, and other postschool environments.	DK 1 2 3 4	
2. Formal roles and responsibilities are specified including methods of:		
a. communication,	DK 1 2 3 4	
b. information sharing protocols,	DK 1 2 3 4	
c. designated responsibility, and	DK 1 2 3 4	
d. points of contact.	DK 1 2 3 4	

3. Collaboration strategies and consultation are used to establish linkages and relationships between special, regular, and vocational educators and between LEAs and postsecondary education institutions.	DK 1 2 3 4	
4. Efforts are underway to reduce barriers to collaboration and :		
a. improve information sharing,	DK 1 2 3 4	
b. coordinate service delivery, and	DK 1 2 3 4	
c. involve employers and community representatives.	DK 1 2 3 4	
D. Family Involvement	**Implementation Level**	**Evidence of Implementation**
1. Training opportunities and resources are provided that address:		
a. advocacy,	DK 1 2 3 4	
b. family empowerment,	DK 1 2 3 4	
c. transition planning, and	DK 1 2 3 4	
d. types and function of community agencies and responsibilities.	DK 1 2 3 4	

2. Parent and family involvement and empowerment are promoted and supported through:		
a. communication in their native language,	DK 1 2 3 4	
b. presentation and explanation of options and choices,	DK 1 2 3 4	
c. support in decision-making, and	DK 1 2 3 4	
d. attendance in planning meetings.	DK 1 2 3 4	

E. Structures and Policies	Implementation Level	Evidence of Implementation
1. Program values, principles, and mission clearly support the full access and participation of youth with disabilities in school-to-work activities.	DK 1 2 3 4	
2. Educational planning, programs, and curricula:		
a. are community-referenced,	DK 1 2 3 4	
b. are outcome based,	DK 1 2 3 4	

c. are provided in integrated and least restrictive environments,	DK 1 2 3 4	
d. are flexible to meet student's needs,	DK 1 2 3 4	
e. are culturally and ethnically sensitive,	DK 1 2 3 4	
f. provide access to all secondary and postsecondary educational options, and	DK 1 2 3 4	
g. address all age levels from elementary through postsecondary education.	DK 1 2 3 4	
3. Community service agencies, LEAs, administrative personnel, school boards, and community representatives express and support the full access and participation of youth with disabilities in school-to-work activities.	DK 1 2 3 4	
4. Transition-related policies, procedures, and practices are described and articulated.	DK 1 2 3 4	

5. State and community level strategic planning are conducted and focus on state and local issues and services specific to the transition of youth with disabilities from school to work, postsecondary education, and other postschool environments.	DK 1 2 3 4	
6. Ongoing evaluation of program and student outcomes is used for program improvement.	DK 1 2 3 4	
7. Sufficient resources are allocated to support full access and participation of youths with disabilities in STW activities.	DK 1 2 3 4	
8. Sufficient numbers of qualified personnel are allocated to assure implementation of activities that support and promote the full access and participation of youths with disabilities in STW activities.	DK 1 2 3 4	
9. Pre-service, in-service, and other staff development opportunities and activities are in place that promote the development and implementation of policies, procedures, and practices that support and promote the full access and participation of youths with disabilities in STW activities.	DK 1 2 3 4	

Kohler, P.D. (1998). *Transition Practices Implementation Assessment.* Transition Research Institute, University of Illinois at Urbana-Champaign.

III. EVALUATION INFORMATION

1. **Targeted Outcomes** - Please identify the targeted outcomes or expected results for your target population. That is, please describe what you expect to happen to your students or program consumers as a result of your practices or program. (Attach additional page if necessary.)

   Examples:
   Development of self-determination skills
   Development of specific occupational skills
   Participation in paid work experience during high school
   Development of individual career plans for students
   Enrollment in nontraditional occupational training programs

2. **Evaluation of Effectiveness** - Has the effectiveness of the practices or program been evaluated?

   ☐ Yes ☐ No

3. **Evaluation Approaches** - If you answered "yes" to question 2, please indicate the evaluation approaches that have been utilized (check all that apply).

   ☐ Naturalistic and participant-oriented approach
   ☐ Consumer-oriented approach
   ☐ Performance-based/outcome-based approach
   ☐ Case study
   ☐ Program evaluation standards approach
   ☐ Other (please describe) _____

4. **Evaluation Description and Findings** - If you answered "yes" to question 2, please describe the evaluation findings for specific targeted outcomes. The description should be detailed enough to indicate who, what, where, when, and how the evaluation occurred and the findings that resulted (Attach additional page if necessary.).

Example 1:

Targeted Outcome - Self determination skills
Evaluation Description - Pre and post assessments of self-determination skills were administered to students in the beginning and upon completion, respectively, of the self-determination curriculum.
Findings - Students' self-determination skills increased significantly.

Example 2:

Targeted Outcome: - Student participation in work-based education
Evaluation Description - Cooperative education teachers maintained detailed records on student work experiences, including work-site, job description, hours, wages, and other details. Data were collected annually via electronic network and compiled at the district and state level.
Findings - 95% of students with a disability participated in work-based education.

INDEX BY STATE

ALABAMA

Mobile's Transition Initiative, 23

CALIFORNIA

Transition Service Integration Project, 60

COLORADO

The 18-21 Transition Program, 48

IOWA

Project Bridge, 27

MARYLAND

Adult Independence Program, 1
Baltimore Start on Success, 3
Summer Transition Program, 39
Supported Employment Program - South (SEP-S), 45
The College Connection, 52
Towson University Outreach, 55

MASSACHUSETTS

Project EXCEL, 30

MICHIGAN

Independent Living Center, 19

NEW JERSEY

Supermarket/Retail Program, 42

OHIO

Project SEARCH, 36

RHODE ISLAND

Washington Annex Work Study Program, 68

SOUTH DAKOTA

Brown High School Transition Team, 5

SOUTH CAROLINA

Transition Services Office, 64
Cooperative Program for the Deaf and the Blind, 9

WISCONSIN

Youth Apprenticeship Program, 71

VIRGINIA

High Tech Connections, 13

INDEX BY FRAMEWORK CATEGORY

STUDENT-FOCUSED PLANNING AND DEVELOPMENT

Adult Independence Program, 1
Brown High School Transition Team, 5
Cooperative Program for the Blind and the Deaf, 9
High Tech Connections, 13
Independent Living Center, 19
Mobile's Transition Initiative, 23
Project Bridge, 27
Summer Transition Program, 39
The 18-21 Transition Program, 48
The College Connection, 52
Towson University Outreach, 55
Transition Service Integration Project, 60
Transition Services Office, 64
Washington Annex Work Study Program, 68

CAREER PATHWAYS AND CONTEXTUAL LEARNING

Adult Independence Program, 1
Baltimore Start on Success, 3
Brown High School Transition Team, 5
High Tech Connections, 13
Independent Living Center, 19
Mobile's Transition Initiative, 23
Project Bridge, 27
Project EXCEL, 30
Project SEARCH, 36
Supermarket/Retail Program, 42
Supported Employment Program - South (SEP-S), 45
The 18-21 Transition Program, 48
The College Connection, 52
Transition Services Office, 64
Washington Annex Work Study Program, 68
Youth Apprenticeship Program, 71

FAMILY INVOLVEMENT

Brown High School Transition Team, 5

BUSINESS, LABOR AND COMMUNITY RESOURCES

Adult Independence Program, 1
Baltimore Start on Success, 3
High Tech Connections, 13
Mobile's Transition Initiative, 23
Project SEARCH, 36
Supermarket/Retail Program, 42
Supported Employment Program - South (SEP-S), 45
The College Connection, 52
Towson University Outreach, 55
Transition Service Integration Project, 60
Youth Apprenticeship Program, 71

STRUCTURES AND POLICIES

Adult Independence Program, 1
Cooperative Program for the Deaf and the Blind, 9
High Tech Connections, 13
Project Bridge, 27
Project EXCEL, 30
Summer Transition Program, 39
Transition Service Integration Project, 60
Transition Services Office, 64